WELLESLEY COLLEGE

· CALENDAR ·

1891-92

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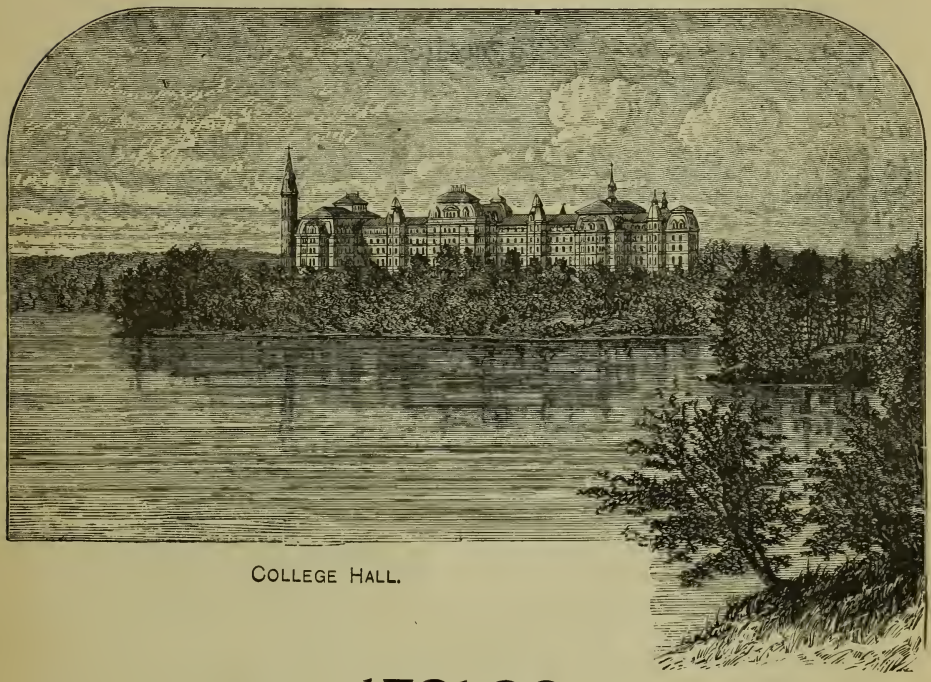
CALENDAR

OF

WELLESLEY COLLEGE.



COLLEGE HALL.

1891-92.

BOSTON:
FRANK WOOD, PRINTER, 352 WASHINGTON STREET.
1892.

Calendar.

		1891.
Entrance Examinations begin at 9 A. M.	Wednesday,	September 9.
Fall Term begins at 8 A. M.	Thursday,	September 10.
Thanksgiving Recess	Wednesday 12.30 P. M.,	November 25.
Fall Term ends at 12.30 P. M.	Wednesday,	December 16.
		1892.
Winter Term begins at 8 A. M.	Thursday,	January 7.
Day of Prayer for Colleges	Thursday,	January 28.
Winter Term ends at 12.30 P. M.	Thursday,	March 24.
Spring Term begins at 8 A. M.	Tuesday,	April 5.
Entrance Examinations begin at 9 A. M.	Tuesday,	June 7.
COMMENCEMENT	Tuesday,	June 21.
Alumnæ Day	Wednesday,	June 22.
SUMMER VACATION OF ELEVEN WEEKS, FROM JUNE 21 TO SEPTEMBER 7.		
Entrance Examinations begin at 9 A. M.	Wednesday,	September 7.
Fall Term begins at 8 A. M.	Thursday,	September 8.
Thanksgiving Recess	Wednesday 12.30 P. M.,	November 23.
Fall Term ends at 12.30 P. M.	Wednesday,	December 14.
		1893.
Winter Term begins at 8 A. M.	Thursday,	January 5.

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1893.

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Professor of Greek Language and Literature.

ELLEN HAYES, B.A.,
Professor of Mathematics.

[1] Arranged according to rank in the order of appointment.
[2] Abroad for the Sabbatical year.

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Professor of Comparative Philology.

JULIA JOSEPHINE IRVINE, M.A.,
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WILLIAM HARMON NILES, PH.B., M.A.,
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MAUDE GILCHRIST,
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VIDA DUTTON SCUDDER, M.A.,
Instructor in English Literature.

ADELINE PELLISSIER, B.S.,
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MARCIA KIMBALL KENDALL,
Instructor in History and Political Science.

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Instructor in French.

ADDIE BELLE HAWES, B.A.,
Instructor in Latin.

MARY WHITON CALKINS, M.A.,
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Instructor in Physiology.

VALENTINE TOURNIER, B.E.,
Instructor in French.

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Instructor in German.

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Instructor in History of Art.

CAROLINE LOUISE GELSTON, B.A.,
Instructor in Greek and Latin.

MARGARET ELIZA MALTBY, B.A.,
Instructor in Physics and Geology.

MARGARET POLLOCK SHERWOOD, B.A.,
Instructor in Rhetoric.

MARY PATTERSON MANLY, M.A.,
Instructor in Rhetoric.

ELSBETH MULLER,
Instructor in German.

CHARLOTTE ALMIRA BRAGG, B.S.,
Instructor in Chemistry.

ELIZA RITCHIE, PH.D.,
Instructor in Psychology.

MARGARET HASTINGS JACKSON,
Instructor in Italian.

MARION TALBOT, M.A.,
Instructor in Domestic Science.

ARLISLE MARGARET YOUNG, M.A.,
Instructor in Latin.

JULINA ORPHA HALL,
Instructor in English.

PAULA WYNEKEN,
Instructor in German.

CORA ELIZABETH EVERETT,
Tutor in Elocution.

MARY MARIA FULLER,
Assistant in Chemical Laboratories.

ALBERT PITTS MORSE,
Assistant in Zoölogical Laboratories.

JENNIE CUTLER NEWCOMB,
Assistant in Botanical Laboratories.

HARRIET HAWES,
Librarian.

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EMILIE JONES BARKER, M.D.,
Resident Physician and Superintendent of The Eliot.

[3] Absent.

LUCILE EATON HILL,
Director of the Gymnasium.

MARY ANNA WOOD,
Physical Examiner, Department of Physical Culture.

HARTVIG NISSEN,
Instructor in Swedish Gymnastics.

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Secretary of Board of Examiners.

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Superintendent of Norumbega Cottage.

LOUISE ANNE DENNISON,
Superintendent of Freeman Cottage.

ELIZABETH JULIETTE HURD,
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FREDONIA WHITING CASE,
Superintendent of Domestic Work in College Hall.

MARY GRAFF NIAS,
Superintendent of Domestic Department in Stone Hall.

School of Music.

JUNIUS WELCH HILL,
Professor of Music, and Director of the School of Music.

FRANK EUGENE MORSE,
Teacher of Vocal Culture.

EMILY JOSEPHINE HURD,
Teacher of Piano.

GEORGE WILLIAM BEMIS,
Teacher of Guitar.

MARIETTA RUTH SHERMAN,
Teacher of Violin.

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EMMA SUSAN HOWE,
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WILLIA THOMAS STOVALL,
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MINNIE ADALINE STOWELL,
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Drawing and Painting.

THEODORE WENDEL,
Successor to Louis Ritter for the third term.

AGNES HASTINGS,
Drawing from Antique, Water-color Painting.

MELISSA BLANCHARD GEORGE,
Drawing from Antique.

[3] Absent.
* Died February 24, 1892.

Wellesley College,

WELLESLEY, MASS.

WELLESLEY COLLEGE was established in 1875, for the purpose of furnishing young women who desire to obtain a liberal education, such advantages and facilities as are enjoyed in institutions of the highest grade.

By the charter, "the corporation of Wellesley College is authorized to grant such honorary testimonials, and confer such honors, degrees, and diplomas, as are granted or conferred by any University, College, or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College, or Seminary of learning in this Commonwealth."

The College is undenominational, but distinctively and positively Christian in its influence, discipline, and instruction. The systematic study of the Bible is required. Daily service is held in the chapel. The Sunday services are conducted by ministers of different denominations.

Wellesley is on the Boston and Albany Railroad, fifteen miles west of Boston. The town is known as one of the most healthful in Massachusetts. The College grounds include more than three hundred acres, and give ample opportunity for exercise and recreation. Lake Waban affords a most attractive place for boating and skating.

Two systems of lodging are in use at Wellesley,—the cottage system and the hall system. College Hall (arranged in suites consisting of study and sleeping room) accommodates three hundred and twelve persons; Stone Hall (with single apartments and four dining rooms), one hundred and seven; Freeman Cottage, fifty-one; Wood Cottage, forty-eight; Norumbega Cottage, thirty-eight; The Eliot, thirty-one; Simpson Cottage, twenty-three; Waban Cottage, ten. Each Hall has an elevator. About eighty students find boarding places in Wellesley village.

The health of the students is considered of primary importance. In the construction of the buildings this has been constantly kept in view. Everything possible has been done to give an abundance of light, sunshine, fresh air and pure water. The health of the students is in the care of two

resident physicians. A hospital, separated from the rest of College Hall, is provided for those who may be ill, and a nurse is in constant residence. No charge is made for attendance or medicine, except in case of prolonged illness. All the rooms are thoroughly furnished, and supplied with student lamps. All the buildings are supplied with hot and cold water. The drainage, natural and artificial, is excellent. College Hall, Stone Hall, Freeman, Wood, Norumbega, and Simpson Cottages are located on hills, and the ground slopes from them in every direction, so that stagnant waters and dampness are impossible.

Requirements for Admission.

A CANDIDATE for admission must be at least sixteen years of age, and must present satisfactory evidence of good moral character and good health, with credentials from her last instructor, or from the institution where she last studied. These certificates must be sent to the President before the candidate can be received.

No preparatory department is connected with the College.

FOR THE FRESHMAN CLASS IN THE CLASSICAL COURSE.

Candidates must pass satisfactory examinations in the following subjects:—

1. ENGLISH LANGUAGE, LITERATURE, AND RHETORIC.

Grammar.—Including Analysis and Criticism of Sentences.

Rhetoric.—Including Choice of Words, Construction of Sentences, and Figures of Speech.

For text-book, A. S. Hill's Principles of Rhetoric, Kellogg's Text-Book on Rhetoric, or Hart's Composition and Rhetoric, is recommended.

Composition.—On one of three subjects, covering not less than two pages (foolscap), correct in punctuation, capital letters, spelling, and grammar, and showing proficiency in the principles of Rhetoric named above. In order to meet these requirements, students should have frequent practice in Composition during the last years of the preparatory course.

The subjects for the examination essay will be taken from the English Literature required for the year. These subjects will be given to the candidate at the time of the examination, and from them one is to be chosen upon which the essay is to be written in the classroom, without reference to books.

Literature.—Critical reading, with literary analysis and class discussion, of the books set by the Commission of New England Colleges. The list runs for 1892, 1893, and 1894, as follows:—

LITERATURE FOR 1892.—Shakespeare's Julius Cæsar and As You Like It; Scott's Marmion; Longfellow's Courtship of Miles Standish; Addison's Sir Roger de Coverley Papers; Macaulay's Second Essay on the Earl of Chatham; Webster's First Bunker Hill Oration; Irving's Alhambra; Scott's Talisman; George Eliot's Scenes from Clerical Life; Hawthorne's House of the Seven Gables.

LITERATURE FOR 1893.—Shakespeare's Julius Cæsar and Twelfth Night; Scott's Marmion; Longfellow's Courtship of Miles Standish; Addison's Sir Roger de Coverley Papers; Macaulay's Second Essay on the Earl of Chatham; Emerson's American Scholar; Irving's Sketch Book; Scott's Ivanhoe; Dickens' David Copperfield.

LITERATURE FOR 1894.—Shakespeare's Julius Cæsar and Merchant of Venice; Scott's Lady of the Lake; Arnold's Sohrab and Rustum; The Sir Roger de Coverley Papers in the "Spectator"; Macaulay's Second Essay on the Earl of Chatham; Emerson's American Scholar; Irving's Sketch Book; Scott's Abbot; Dickens' David Copperfield.

2. GEOGRAPHY :—

Guyot's Physical Geography, Parts II. and III., or an equivalent; Modern Geography; Ancient Geography, especially of Greece, Italy, and Asia Minor.

3. HISTORY :—

A brief history of the United States to the close of the Revolutionary War; of Greece to the Peloponnesian War; and of Rome to the close of the first century A. D.

4. MATHEMATICS :—

Arithmetic.—Fundamental Rules, Common and Decimal Fractions, Compound Numbers, Proportion, Percentage, Square and Cube Root, and the Metric System of Weights and Measures.

Algebra.—Through Involution, Evolution, Radicals, Quadratic Equations, Ratio, Proportion, Arithmetical and Geometrical Progression, Inequalities.

Plane Geometry.—As found in Chauvenet, or its equivalent.

Deficiency in preparation usually results from one or more of the following causes: the use of elementary text-books, insufficient length of time spent in preparation, neglect of exercises in original demonstration in Geometry, and neglect of reviews in both Algebra and Geometry. The text-books recommended are: Olney's Complete School Algebra and Chauvenet's Geometry. Candidates prepared with elementary text-books only cannot be received on certificate. One and a third years, with daily recitations, is the minimum time in which satisfactory preparation can be made in Algebra; and one year with daily recitations is the minimum in Geometry. We strongly urge the necessity of constant exercise in original demonstration in Geometry, with frequent written examinations in both Algebra and Geometry, the problems proposed being drawn from other sources than the text-books.

5. LATIN :—

Grammar, including Prosody.

Jones's Exercises in Latin Prose Composition entire, or an equivalent both in amount and in principles involved.

Cæsar, Gallic War, four books.
Cicero, seven orations.
Virgil, Æneid, six books.

Equivalents will be accepted; but verse will not be accepted for prose, nor anything in place of Prose Composition. Constant practice in reading at sight is urged. Both the entrance examinations and the conduct of the work in College require such previous training.

The following suggestions are offered for a four years' course of preparation :—

The first year may be given to Jones's First Lessons in Latin, or the Beginner's Latin Book, Collar and Daniell; the second, to Cæsar (four books) and to the first half of Jones's Exercises in Latin Prose Composition, or of Collar's Practical Latin Composition, or Daniell's Exercises in Latin Composition, Part I.; the third year may be given to seven orations of Cicero, and the second half of Jones or Collar, or Daniell, Part II.; and the fourth, to six books of Virgil and the careful study of rules of Prosody, accompanied by such exercises in transposition of verses as will make these rules familiar.

In pronunciation, the following rules are adopted: ā as in father; ă as in fast; ē as in fête; ĕ as in festal; ī as in machine; ĭ as in machination; ō as in holy; ŏ as in wholly; ū as in ruse; ŭ as in puss; c, g, and ch always hard; j like y in you; s as in sill; t as in till; v somewhat softened, like the German w. In diphthongs the sound of each vowel is preserved. Practice in marking long vowels is important.

6. Greek :—

Grammar. *The etymology must be thoroughly mastered.*

Prose Composition, Jones's or Winchell's entire, or a satisfactory equivalent.

Xenophon, Anabasis, three books.

Homer, Iliad, three books.

Candidates must be prepared to translate at sight both Attic and Homeric Greek of average difficulty.

The text-books recommended are: For the first year, either Hadley and Allen's, or Goodwin's Grammar, with Boise's, White's, or Keep's First Lessons.

Particular attention should be given to the correct writing of Greek with the accents, to exercises both oral and written, and to the use of the blackboard for constant practice upon forms and constructions.

The following pronunciation is recommended: *α* as a in father; *η* as e in prey; *ι* as i in machine; *ω* as o in prone; *υ* as French u. The short vowels should be merely somewhat shorter than the corresponding long vowels; *αι* as ay in aye; *ει* as ei in height; *οι* as oi in oil; *υι* as ui in quit; *αυ* as ou in house; *ευ* as eu in feud; *ου* as ou in youth; *γ* before *κ*, *γ*, *χ*, *ξ* as n in anger, elsewhere hard; *ϑ* as th in thin; *χ* guttural, as ch in German *machen*.

The teachers of language in the preparatoy schools are urged to insist upon the use of simple and idiomatic English in translation.

Ability to read at sight either easy French or German prose is strongly recommended to all classical students, but is not as yet required.

FOR THE FRESHMAN CLASS IN THE SCIENTIFIC COURSE,

the requirements in English, Geography, History, Mathematics, and Latin are the same as for the Classical Course. Instead of Greek, the candidate may offer either French or German; or, she may offer both French and German, in which case the first year's course in each (see pp. 25, 27) will be required. If French only is presented, she must be prepared upon the following books, or their equivalents:—

La deuxième Année de Grammaire, by Larive et Fleury (or any other grammar in French).

Colomba, by Mérimée.

Les Fables de La Fontaine, first book.

Six of La Fontaine's Fables committed to memory.

Hennequin's Idiomatic French.

Bôcher's College Plays; not less than two.

Contes Choisis by A. Daudet.

The candidate will be expected to be familiar with French grammatical forms and usage, and to have given special attention to composition and conversation. Les Fables de La Fontaine is especially recommended for drill in conversation.

If German only is presented, the student must possess:—

(1) A distinct German pronunciation, which may be acquired at the outset by a course in phonetics; (2) A knowledge of the important rules of elementary grammar, which the student should be able to state in German, and to illustrate by original examples; (3) Ability to understand spoken German, an easy lecture or novel, which will be acquired if German is made the language of the classroom; (4) Fluency in conversation upon simple topics, and knowledge of German idioms, which are gained by object lessons according to Pestalozzi's Anschauungs Method and by constant recitation in German; (5) Ability to understand and recite some short specimens of choice lyric poetry; (6) Ability to translate easy German at sight; (7) Ability to translate easy English into German, to write simple compositions, and to use the German script.

These results can be obtained by the following course, or its equivalents:—

Grammar: Deutsche Grammatik, by Wenckebach-Schrakamp, pp. 1–144 and 209–276.

Prose Composition: German Composition, by Ch. Harris, pp. 1–55, written abstracts of lessons in conversation and stories from the Lesebuch.

Reading: Deutsches Lesebuch, by Wenckebach, pp. 1–126 and 154–247, studied according to the directions given in the preface. An easy story for practice in sight reading (*e. g.*, Meissner's Aus meiner Welt), a drama (*e. g.*, Minna von Barnhelm, by Lessing), and Freitag's Aus dem Staat Friedrichs des Grossen.

Conversation: Deutscher Anschauungs-Unterricht, by Wenckebach, pp. 1–52, 78–82, 91–117, 128–161. Idioms, pp. 315–332 (see preface).

Poetry: Die Schönsten Deutschen Lieder, compiled by Wenckebach: the first five "Volkslieder," and numbers 2, 3, 8, 10, 14, 15, 18, 19, 20, 21, 22, 23, 26, 28, 30, 32, 33, 34, 37, 40, 42, 45, 46, 47, 50, 51, 52, 59, 60, 61, 62, 63, committed to memory.

Equivalents will be accepted only in the same department of work. Thus, Reading will not be accepted instead of Grammar, Poetry instead of Conversation, etc. Candidates for the Freshman Class should not attempt difficult reading, as Maria Stuart, Wilhelm Tell, Nathan der Weise, etc., until they have had a thorough preparation in the different departments of the elementary work equivalent to that stated above.

The full preparation in either French or German should cover a period of at least two years, five recitations per week. This work should not be crowded into a shorter time, and should be done under competent teachers.

ADMISSION TO ADVANCED STANDING.

Candidates for advanced standing must be prepared to be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class.

Students from other colleges may present certificates for the consideration of the Faculty, in connection with the examinations.

TIMES AND PLACES OF EXAMINATIONS.

Examinations are given in June and September at the College. Candidates may take examinations in preliminary subjects; viz., Rhetoric, History of Greece, Rome, and the United States, Ancient and Modern Geography (studied in connection with History), Physical Geography, Arithmetic, Cæsar, and Anabasis (Anabasis and Grammar), in June or September of any year before entering college; examinations in all other subjects must be taken within a year of entrance.

In June, entrance examinations may be appointed in any city where two or more candidates desire it. Application for these examinations should be made, before April 1st, to the Secretary of the Board of Examiners.

Entrance examinations will be held at the College at the following times:—

JUNE, 1892.

Tuesday, June 7th.—History of Greece, Rome, and the United States, and Ancient and Modern Geography, 9 A. M.; English, 2 P. M.; Physical Geography, 4 P. M.

Wednesday, June 8th.—Geometry, 9 A. M.; Arithmetic, 11.30 A. M.; Algebra, 2 P. M.

Thursday, June 9th.—Greek Grammar, 9 A. M.; Greek Prose Composition, 11 A. M.; French, 9 to 12 A. M.; German, 9 to 12 A. M.; Anabasis, 2 P. M.; Iliad, 3 P. M.; French, 2 to 5 P. M.; German, 2 to 5 P. M.

Friday, June 10th.—Cæsar and Cicero, 9 A. M.; Prose Composition, 11 A. M.; Virgil and Prosody, 2 P. M.

SEPTEMBER, 1892.

Wednesday, *Sept. 7th.*—Geometry, 9 A. M.; Arithmetic, 11.30 A. M.; Algebra, 2 P. M.

Thursday, *Sept. 8th.*—Greek Grammar, 9 A. M.; Greek Prose Composition, 11 A. M.; French, 9 to 12 A. M.; German, 9 to 12 A. M.; Anabasis, 2 P. M.; Iliad, 3 P. M.; French, 2 to 5 P. M.; German, 2 to 5 P. M.

Friday, *Sept. 9th.*—Cæsar and Cicero, 9 A. M.; Prose Composition, 11 A. M.; Virgil and Prosody, 2 P. M.

Saturday, *Sept. 10th.*—History of Greece, Rome, and the United States, Ancient and Modern Geography, 9 A. M.; English, 2 P. M.; Physical Geography, 4 P. M.

ADMISSION ON CERTIFICATE.

The following regulations have been adopted by the Board of Examiners of Wellesley College:—

1. The application for the admission of a student on certificate must be made by the Principal of the preparatory school not later than April 1st, for effect before September.

2. The application for the right of certification must be accompanied by full information with regard to the course of study. For this purpose Wellesley College provides a blank form, which, when filled out, should be forwarded with a catalogue or circular of the preparatory school.

3. If the first student or students prove satisfactory, the right of certification will be continued for three years.

4. All certificates must be filled out to show distinctly that the requirements in detail, as published in the current calendar, have been met. Whenever any variation has been allowed, the work done must be specifically stated, and offered as an equivalent for acceptance or refusal by the Board of Examiners.

5. All certificates must be signed by the Principal of the school, and countersigned by the assistants who have instructed the candidate.

6. Examinations in preliminary subjects, *i. e.*, Rhetoric, History of Greece, Rome, and the United States, Ancient and Modern Geography, Physical Geography, Arithmetic, Cæsar, Greek Grammar and the Anabasis, may be held at any time before entering college. Examinations on all other subjects must be held within a year of entrance.

7. The candidate who has received the certificate of a Principal will not be exempt from the entrance examinations in any particular subject, unless her certificate shows that she has satisfactorily accomplished the

full amount of work required in that subject. Any student whose certificate is deficient, July 5th, in more than three final or six preliminary subjects, may be refused the privilege to present supplementary certificate, or to take examination in the following September.

8. Candidates will not be admitted if conditioned in two, or heavily conditioned in one, of the following subjects: Latin, Greek, French, German, or Mathematics.

9. Certificates of health and of good moral character are required from all students.

10. Upon the acceptance of these three certificates the student is received on probation, and upon satisfactorily completing the work of the first semester of the Freshman year, she is matriculated for the Baccalaureate degree.

11. All certificates must be forwarded in time to be received at the College on or before July 5th, unless special arrangements have been made with the Board of Examiners.

12. All communications concerning entrance examinations and certificates should be addressed to the Secretary of the Board of Examiners, Wellesley College, Wellesley, Mass.

Admission of Special Students.

Opportunities are offered to students who are not candidates for a degree, but are fitted for college work, and wish to avail themselves of college libraries and laboratories. Teachers who desire to devote a year or more to study along special lines, will find ample opportunity for prosecuting such work. A course in the art and science of teaching is open to all special students.

All candidates must furnish the usual certificates of character and of health, and must give evidence of such scholarship and mental maturity as will enable them to pursue successfully the studies they select. On application they will receive a circular describing the conditions of entrance. Every special student is expected to choose a primary subject, to which she will devote the greater part of her time, and in which she should elect two or more courses. She may pursue one or more allied subjects as secondary electives. Ten class exercises per week is the minimum, and seventeen the maximum, amount of work allowed.

Any student who creditably completes a prescribed group of courses in two or more departments will be granted a certificate. A circular describing these groups will be sent on application.

Special students cannot, during their first year, be lodged in the college buildings, but may find comfortable lodgings in the village. Application for entrance as a special student should be presented by the 15th of June.

Degrees.

STUDENTS who complete the Classical Course will, on the recommendation of the Council, receive the degree of Bachelor of Arts.

Students who complete the Scientific Course will, on recommendation of the Council, receive the degree of Bachelor of Science.

The degree of Bachelor of Music will be granted upon the conditions stated under the head of School of Music.

The degrees of Master of Arts and Master of Science will be granted upon the conditions stated under the head of Graduate Instruction (see p. 24).

Courses of Study.

THE Classical and Scientific Courses of the College extend through four years (see also pp. 40 and 45). Satisfactory scholarship will be required in every subject as the condition of promotion, or of the attainment of a degree. In the Freshman year fifteen class exercises per week are required in the Classical Course, sixteen in the Scientific Course. (*Class exercises* are to be distinguished from *appointments;* the former involve preparation, the latter do not.)

After the Freshman year, opportunity for specializing is afforded by elective work throughout the remainder of the course. All candidates for a degree must take, in addition to the required studies, a sufficient number of electives to give fourteen exercises per week during the Sophomore, and fifteen during the Junior and Senior years. More than seventeen class exercises per week will not be allowed, except by vote of the Academic Council.

The College reserves the right to withdraw the offer of any elective study when not chosen by at least six students. In the following curriculum only those electives are printed in which classes have been instructed within the two years next preceding the current year.

Curriculum, 1891-92.

FRESHMAN YEAR.

CLASSICAL COURSE.

REQUIRED NUMBER OF EXERCISES. 15

REQUIRED.	GREEK :—Course 1. p. 24.	†4
	LATIN :—Course 1. p. 25.	4
	ENGLISH :—Course 1. p. 28.	1
	MATHEMATICS :—Course 1. p. 31.	4
	BIBLE :—History of the Jewish Church.	2
ELECTIVE.*	CHRISTIAN ETHICS.	1
	LITERATURE.	1
	DRAWING FROM CASTS :—Geometrical and Perspective Drawing.	1

SCIENTIFIC COURSE.

REQUIRED NUMBER OF EXERCISES. 16

REQUIRED.	¶GERMAN : p. 25.	†3
	¶FRENCH : p 27.	3
	ENGLISH :—Course 1. p. 28.	1
	MATHEMATICS :—Course 1. p. 31.	4
	CHEMISTRY :—Course 1. p. 32.	3
	BIBLE :—History of the Jewish Church.	2
ELECTIVE.*	LATIN :—Course 1. p. 25.	3
	CHRISTIAN ETHICS.	1
	LITERATURE.	1
	DRAWING FROM CASTS :—Geometrical and Perspective Drawing.	1

Physical Culture.—Three appointments per week in the Gymnasium required.

† Numerals indicate the number of class exercises per week.

* Electives in the Freshman year must be submitted to the President for approval.

¶ A student may begin the study of French or German here, or may join any advanced class for which she may be fitted. Latin may take the place of one modern language.

Four years of modern language, or three years of modern language and one of Latin, are required of every candidate for the degree of B. S. If both modern languages have not been presented for admission, at least one year of the language not presented must be taken in college.

SOPHOMORE YEAR.

CLASSICAL COURSE.

REQUIRED NUMBER OF EXERCISES. 14

REQUIRED.	ENGLISH LITERATURE :—Course 2. p. 29.	1
	RHETORIC :—Course 2. p. 28.	1
	CHEMISTRY :—Course 1. p. 32.	3
	BIBLE :—History of the Jewish Church.	2
	ELOCUTION : p. 36.	1
ELECTIVE.	GREEK :—Course 2. p. 24.	3
	LATIN :—Course 2. p. 25.	3
	¶GERMAN : p. 25.	3
	¶FRENCH : p. 27.	3
	PHILOLOGY :—Course 1, 2, or 5. p. 30.	3
	POLITICAL HISTORY :—Course 1. p. 31.	3
	MATHEMATICS :—Course 2. p. 31.	3
	BIBLIOGRAPHY : p. 37.	1
	ÆSTHETICS : p. 30.	3

SCIENTIFIC COURSE.

REQUIRED NUMBER OF EXERCISES. 14

REQUIRED.	ENGLISH LITERATURE :—Course 2. p. 29.	1
	RHETORIC :—Course 2. p. 28.	1
	MATHEMATICS :—Course 2. p. 31.	3
	BIBLE :—History of the Jewish Church.	2
	ELOCUTION : p. 36.	1
ELECTIVE.	LATIN : p. 25.	3
	¶GERMAN : p. 25.	3
	¶FRENCH : p. 27.	3
	PHILOLOGY :—Course 1, 2, or 5. p. 30.	3
	POLITICAL HISTORY :—Course 1. p. 31.	3
	CHEMISTRY :—Qualitative Analysis. Course 2. p. 32.	3
	MODERN THEORIES OF CHEMISTRY.	1
	GEOLOGY : p. 33. *First Semester.*	3
	MINERALOGY AND LITHOLOGY : p. 32. *Second Semester.*	3
	§BOTANY :—Course 1. p. 34.	3
	§ZOÖLOGY :—Course 1. p. 35.	3
	BIBLIOGRAPHY : p. 37.	1
	ÆSTHETICS : p. 30.	3

¶ A student may begin the study of French and German here, or may join any advanced class for which she may be fitted.

§ Students in the Scientific Course must elect one year's study of either Botany or Zoölogy before graduating.

JUNIOR YEAR.

CLASSICAL COURSE.

REQUIRED NUMBER OF EXERCISES. 15

REQUIRED.

- LOGIC:—Course 4. p. 30. *First Semester.* 2
- RHETORIC:—Course 3. p. 29. 1
- HISTORY OF EUROPEAN CIVILIZATION:—Course 2. p. 31.
  - *First Semester.* 2
  - *Second Semester.* 3
- PHYSICS:—Course 1. p. 33. 3
- BIBLE: 2

ELECTIVE.*

- GREEK:—Course 3 or 6. p. 25. 3
  - Testament:—Course 1. p. 25. 1
- LATIN:—Course 3. p. 25. 3
- ¶GERMAN: p. 25. 3
- ¶FRENCH: p. 27. 3
- ITALIAN:—Course 1. p. 28. 3
- ENGLISH LITERATURE:—Course 4 or 6. p. 29. 3
- SANSKRIT: p. 30. 3
- HEBREW: p. 29. 3
- PHILOLOGY:—Course 1, 2, 3, 4, or 5. p. 30. 3
- PHILOSOPHY:—Course 2, 3, 5, or 6. p. 30. 3
- HISTORY OF MODERN EUROPE:—Course 3. p. 31. 3
- POLITICAL ECONOMY:—Courses 1 and 2. p. 31. 3
- MATHEMATICS:—Course 3. p. 32. 3
- CHEMISTRY:—Qualitative Analysis. Course 2. p. 32. 3
- MODERN THEORIES OF CHEMISTRY: 3
- MINERALOGY AND LITHOLOGY:—Course 4. p. 32. *Second Semester.* 3
- GEOLOGY: p. 33. *First Semester.* 3
- BOTANY:—Course 1. p. 34. 3
- ZOÖLOGY:—Course 1. p. 35. 3
- HISTORY OF ART:—Course 1 or 3. p. 36. 3
- MUSICAL HISTORY, THEORY, AND COMPOSITION, p. 43. 3
- ELOCUTION:—Course 3. p. 36. 3
- PEDAGOGICS: p. 36. 3

SCIENTIFIC COURSE.

REQUIRED NUMBER OF EXERCISES. 15

REQUIRED.

- LOGIC:—Course 4. p. 30. *First Semester.* 2
- RHETORIC:—Course 3. p. 29. 1
- HISTORY OF EUROPEAN CIVILIZATION:—Course 2. p. 31.
  - *First Semester.* 2
  - *Second Semester.* 3
- PHYSICS:—Course 1. p. 33. 3
- BIBLE: 2

ELECTIVE.*

- GREEK TESTAMENT:—Course 1. p. 25. 1
- LATIN: p. 25. 3
- ¶GERMAN: p. 25. 3
- ¶FRENCH: p. 27. 3
- ITALIAN:—Course 1. p. 28. 3
- ENGLISH LITERATURE:—Course 4 or 6. p. 29. 3
- SANSKRIT: p. 30. 3
- HEBREW: p. 29. 3
- PHILOLOGY:—Course 1, 2, 3, 4, or 5. p. 30. 3
- PHILOSOPHY:—Course 2, 3, 5, or 6. p. 30. 3
- HISTORY OF MODERN EUROPE:—Course 3. p. 31. 3
- POLITICAL ECONOMY:—Courses 1 and 2. p. 31. 3
- MATHEMATICS:—Course 3. p. 32. 3
- CHEMISTRY:—Quantitative Analysis. Course 3. p 32. 3
- HIGHER ORGANIC CHEMISTRY: 3
- ASTRONOMY, Physical:—p. 33. *Second Semester.* 3
- BOTANY:—Course 2 or 3. p. 34. 3
- ZOÖLOGY:—Course 2 or 3. p. 35. 3
- HISTORY OF ART:—Course 1 or 3. p. 36. 3
- MUSICAL HISTORY, THEORY, AND COMPOSITION, p. 43. 3
- ELOCUTION:—Course 3. p. 36. 3
- PEDAGOGICS: p. 36. 3

* In the Junior year any of the electives offered in the Sophomore year may be taken.

¶ A student may begin the study of French or German here, or may join any advanced class for which she may be fitted.

SENIOR YEAR.

CLASSICAL COURSE.

REQUIRED NUMBER OF EXERCISES. 15

REQUIRED.

- RHETORIC:—Course 4 or 5. p. 29. 1
- PSYCHOLOGY:—Course 5 or 6. p. 30. 3
- BIBLE:— 2

ELECTIVE.*

- GREEK:—Course 4, 5, or 6. p. 25. 3
- Testament:—Course 2. p. 25. 1
- LATIN:—Course 4 or 5. p. 25. 3
- ¶GERMAN:—p. 25. 3
- GOTHIC, OLD HIGH AND MIDDLE HIGH GERMAN:—Course 1 or 2. pp. 26, 27. 3
- ¶FRENCH:—p. 27. 3
- ITALIAN:—Course 2. p. 28. 3
- SPANISH:—p. 28. 3
- ANGLO-SAXON:—p. 29. 3
- ENGLISH LITERATURE:—Course 7, 8, or 9. p. 29. 3
- PHILOLOGY:—Course 1, 2, 3, 4, or 5. p. 30. 3
- PHILOSOPHY:—Courses 7, 8, 9, 10, 11. p. 31. 3
- History:—Course 7. p. 31. 3 or 6
- HISTORY:—Course 4 or 5. p. 31. 3
- POLITICAL SCIENCE:—p. 31. 2
- MATHEMATICS:—Courses 4 and 5. p. 32. 3
- ASTRONOMY, THEORETICAL:—Course 6. p. 32. 3
- Physical:—Course 6. p. 33. *Second Semester.* 3
- HIGHER ORGANIC CHEMISTRY. 3
- CHEMISTRY:—Quantitative Analysis, Course 3. p. 32. 3
- PHYSICS:—Course 2, 3, or 4. p. 33. 3
- BOTANY:—Course 2 or 3. p. 34. 3
- ZOÖLOGY:—Course 2 or 3. p. 35. 3
- DOMESTIC SCIENCE:—p. 35. 3
- HISTORY OF ART:—Course 2. p. 36. 3
- ELOCUTION:—Course 4. p 36. 3

SCIENTIFIC COURSE.

REQUIRED NUMBER OF EXERCISES. 15

REQUIRED.

- RHETORIC:—Course 4 or 5. p. 29. 1
- PSYCHOLOGY:—Course 5 or 6. p. 30. 3
- BIBLE:— 2

ELECTIVE.*

- LATIN:—p. 25. 3
- ¶GERMAN:—p. 25. 3
- GOTHIC, OLD HIGH AND MIDDLE HIGH GERMAN:—Course 1 or 2. pp. 26, 27. 3
- ¶FRENCH:—p. 27. 3
- ITALIAN:—Course 2. p. 28. 3
- SPANISH:—p. 28. 3
- ANGLO-SAXON:—p. 29. 3
- †ENGLISH LITERATURE:—Course 7, 8, or 9. p. 29. 3
- PHILOLOGY:—Course 1, 2, 3, 4, or 5. p. 30. 3
- PHILOSOPHY:—Courses 7, 8, 9, 10, 11. p. 31. 3
- History:—Course 7. p. 31. 3 or 6
- HISTORY:—Course 4 or 5. p. 31. 3
- POLITICAL SCIENCE:—p. 31. 2
- MATHEMATICS:—Courses 4 and 5. p. 32. 3
- ASTRONOMY, THEORETICAL:—Course 6. p. 32. 3
- PHYSICS:—Course 2, 3, or 4. p. 33. 3
- BOTANY:—Courses 4 and 5. p. 34. 3
- DOMESTIC SCIENCE:—p. 35. 3
- HISTORY OF ART:—Course 2. p. 36. 3
- ELOCUTION:—Course 4. p. 36. 3

*In the Senior year any of the electives offered in the Sophomore or the Junior year may be taken.

¶A student may begin the study of French and German here, or may join any advanced class for which she may be fitted.

† Provided that 4 or 6 has been already taken.

Graduate Instruction.

Graduates of Wellesley, and of other institutions of equal rank, may pursue studies at the College, whether they make application for a higher degree or not. Graduate students in residence are given personal direction and special opportunities for study. They are subject to such regulations only as may be prescribed for them by the Academic Council.

Non-resident students who are applicants for a second degree, will pay a matriculation fee of ten dollars, and a final fee of twenty-five dollars upon receiving the Master's degree.

The Council will recommend for the degrees of Master of Arts and Master of Science, those who hold the corresponding first degree, and, in addition, present the result of one full year of study, taken under the direction of a special committee of the Council.

If the work is done in non-residence the second degree will not be conferred earlier than two years after the first, and graduates of other colleges must spend one of these years in residence at Wellesley. Only graduates of Wellesley may take their entire graduate course in non-residence, but in this case they must be under instruction specially approved by the Council, or must spend at least two years in obtaining the degree.

At least two months before taking the degree the candidate must present a thesis or pass a satisfactory examination upon the completed work.

Courses of Instruction.

The following Courses of Instruction are offered by the several departments, those from which undergraduates are excluded being marked with brackets. Unless otherwise stated, each course extends throughout one year, three hours a week.

I. GREEK.*

1. Plato: Apology and Crito; Herodotus (selections); Odyssey (selections). One year, four hours a week.
2. *a*. Greek Prose Composition; Lysias, Isocrates and Demosthenes (selected orations).
   b. Herodotus and Thucydides (selections); Æschylus: Septem. Exercises in prose composition throughout the year.

* School of Classical Studies at Athens.—This College has become a contributor to the support of the American School of Classical Studies at Athens. The school affords facilities for archæological and classical investigation and study in Greece, and graduates of this College are entitled to all its advantages without expense for tuition.

3. Thucydides (selections) ; Euripides : Selected dramas.
4. Origin and development of the Greek Drama. Selected dramas.
5. Selections from Plato ; from the Drama ; from Lyric Poetry.
6. Life of the Ancient Greeks. Lectures on the Private, Political, and Legal Antiquities of the Greeks. Illustrated. Course 6 will not be given in 1892, but may be expected in 1893.

[7. Greek Syntactical Seminary. Study of the Historical Development of Syntactical Usage.]

8. Homer : Readings and lectures. One semester.
9. Methods of reading and teaching Greek. One semester.

GREEK TESTAMENT.

1. Life of Christ. Text study of the Gospels, with lectures. One year, two hours a week.
2. History of the Apostolic Church. Text study of the Acts and Epistles, with lectures. One year, two hours a week.

II. LATIN.

1. Livy : Book XXI. and selections from XXII. Prose composition based on Livy. Cicero : De Senectute ; selections from De Amicitia and Letters. Prose composition based on Cicero. Tacitus : Germania and Agricola. History of the Roman Empire during the first century. (Capes' Early Roman Empire.)
2. Pliny : Letters (selections) ; Study of Roman life in the first century. Horace : Satires, Epistles, Odes, and Epodes (selections). Ovid : (selections), private reading.
3. Plautus ; Terence : selected Plays ; Juvenal : selected Satires ; Cicero : De Natura Deorum.
4. Lucretius : selections ; Quintilian, Book X. ; Cicero : selections from rhetorical and philosophical works.
5. Lyric, Idyllic, and Elegiac Poetry (selections). Verse composition.

Classical students are instructed in the Literature, History, Mythology, Archæology, and Art of Greece and Rome. They have unrestricted use of numerous works of reference and illustration, together with the latest and best German, French, and English editions of the classics. There is, also, a large collection of copies in plaster and sulphur, from antique coins, medals, and gems, for the illustration of Classical Studies and Ancient History.

III. GERMAN.

I. MODERN GERMAN.*

A. Grammar : Deutsche Grammatik, by Wenckebach-Schrakamp, pp. 1–106.

*A full course comprises three hours a week. Courses A, B, 2–7, 11 and 12, must be taken consecutively; the others are elective.

Conversation: Deutscher Anschauungs-Unterricht, by Wenckebach, pp. 1–36 and pp. 315–320.

Reading: Deutsches Lesebuch, by Wenckebach, pp. 1–108.

Poetry: Die Schönsten Deutschen Lieder, compiled by Wenckebach, Nos. 2, 3, 8, 10, 14, 15, 18, 19.

These text-books in grammar, conversation, reading, and poetry, will be used also in the following courses:—

B. Grammar: pp. 106–144 and pp. 209–244. Harris, German Composition.

Conversation, pp. 36–161, and pp. 321–332.

Reading, pp. 108–126 and pp. 154–247. Meissner's Aus meiner Welt. Lessing's Minna von Barnhelm.

Poetry, pp. 7–18, and the first five Volkslieder.

A double elective (six hours a week) in German, covering the amount of Courses A and B, is offered to students who wish to make more rapid progress in German.

1. Scientific German. Translating from German into English. Three hours a week.
2. Grammar and Composition (Intermediate Course). One hour a week.
3. Schiller's Life and Early Dramas; Poetry. One hour a week.
4. History of the German Language; Translation of difficult German. One hour a week.
5. Grammar and Composition (Advanced Course). One hour a week.
6. Goethe's Life and Works; Poetry. One hour a week.
7. Germanic Mythology and Wölsungensaga. One hour a week.
8. German Prose: Historical Novels, Ein Kampf um Rom, by Dahn; Ekkehard by Scheffel. One hour a week.
9. Don Carlos, by Schiller. One hour a week.
10. Wallenstein, by Schiller. One hour a week.
11. History of German Literature from the beginning to 1100. One hour a week.
12. History of German Literature from 1100–1624. One hour a week.
13. Nineteenth Century Authors. One hour a week.
14. Lessing and Herder. One hour a week.
15. Schiller's Philosophic-Æsthetical Works. One hour a week.
16. Goethe's Faust, Part I. and II. Two hours a week.
17. Deutsches Seminar: Critical study of selected topics in German Literature. One to three hours a week.

II. GOTHIC, OLD HIGH GERMAN, MIDDLE HIGH GERMAN.

1. Braune's Gothic Grammar translated into English by G. H. Balg; Ulfilas' translation of the Bible: Selections; Wright's Old High German Primer; Muspilli, Ludwigslied, selections from Tatian

and Otfrid; Wright's Middle High German Primer; Selections from Berthold von Regensburg, Hartmann von Ouwe, Walther von der Vogelweide, and the Nibelungenlied.

In this Course the work is conducted in English.

2. Braune's Gotische Grammatik; Ulfilas' Bibelübersetzung; Braune's Althochdeutsche Grammatik; Braune's Althochdeutsches Lesebuch; Paul's Mittelhochdeutsche Grammatik; Das Nibelungenlied; Selections from the Epic Poetry of the Twelfth and Thirteenth Centuries; Walther von der Vogelweide; Lectures on the following subjects: The Minnesänger and Meistersänger; Rise of the Drama; Prose Literature of the Fourteenth and Fifteenth Centuries; Volkslieder; Luther; Development and growth of New High German.

This course is conducted in German, and is offered to undergraduates and graduates who can present at least four years' work in German. It may be taken as an alternative with courses offered in modern German, after the student has studied the language five years.

It is the purpose of both the above courses to give :—a practical knowledge of the grammar of the Gothic, Old High, and Middle High German languages, and practice in reading.

The College possesses a large, well-selected library of works on Germanic Philology.

IV. FRENCH.

1. Aubert's Colloquial Drill; La Deuxième Année de Grammaire, by Larive et Fleury; six fables of La Fontaine committed to memory, and made the subject of conversation; Mme. Alliot's Contes et Nouvelles; Roulier's First Book of French Composition.

A double elective in French (six hours a week) is offered to those who wish to do in one year the work of Courses I. and II.

2. La Deuxième Année de Grammaire, by Larive et Fleury; Hennequin's Lessons in Idiomatic French, with written and oral exercises; L'Abbé Constantin, by Ludovic Halévy; Le Bourgeois Gentilhomme, by Molière; Les Fables de La Fontaine; Blouet's Class Book of French Composition.

3. Selections into French from Roulier's Third Book of French Composition; Grammaire de la Troisième Année, by Larive et Fleury; Les Nouvelles Genevoises, by Töpffer; Les Femmes Savantes, by Molière; Athalie, by Racine; Lectures on the History of the French Language.

4. Fleury's Histoire de la Littérature Française; Lectures on the Literature of the XVIIth Century; selections from English into

French; reading and criticism of Le Cid and Horace, by Corneille; Andromaque, by Racine; Le Misanthrope and L'Avare, by Molière; Louis XIV. et ses Contemporains, by Mason; and selections from other authors of the same period.

5. La Littérature française au XVIII[e] Siècle, by Paul Albert; one of Macaulay's Essays from English into French; reading of classics; essays and criticisms; Histoire de la Révolution Française, by A. Rambaud; lectures by the instructor and the students.

6. La Littérature française au XIX[ieme] Siècle; Histoire de la Civilisation contemporaine en France. Lectures.

7. Elements of Romance Philology. Reading of texts in Old French and Provençal. Clédat's Grammaire élémentaire de la vieille langue française. Clédat's Morceaux choisis des auteurs français du moyen âge.

This course may be taken by any student who has had French IV. or its equivalent.

Exercises in prose composition, translation, and dictation are given throughout the course. French text-books are used, and recitations are conducted entirely in French. Students are taught to converse correctly and idiomatically in the class-room, and at the French tables.

V. ITALIAN.

1. Sauer's Italian Grammar, with written and oral exercises; dictation; translation at sight of De Amicis' Cuore.

2. Italian Grammar; translation from English into Italian; reading and translation from Italian authors; Italian Literature; prose composition.

VI. SPANISH.

Sauer's Spanish Grammar, with written and oral exercises; dictation; translation at sight of D'Alarcan's novelas.

VII. ENGLISH.

1. RHETORIC AND ENGLISH COMPOSITION.

1. English Composition: Elements and Qualities of Style.
   (a) Narration and Description.
   (b) Critical Studies in Narration and Description from models which furnish material for practice on the principles noted above, and for an introduction to the study of English Literature.
   (c) Fortnightly themes.
   One year, one hour a week.

2. Genung's Practical Rhetoric: Elements and Qualities of Style. Plan of the Essay. Narration, Description and Exposition. Eight themes.
   One year, one hour a week.

3. Lectures on Argumentation, Persuasion, and the Conduct of a Discussion. Outlines of debates read and criticized. Four debates, preceded by outlines, and four short papers. One year, one hour a week.
4. Lewes's Principles of Success in Literature, Spencer's Philosophy of Style. Four essays on topics taken from subjects pursued by the students in their elective courses. One year, one hour a week.
5. Criticism of English Prose Style. Studies in Addison, Burke, Macaulay, Carlyle, George Eliot, and Hawthorne. Four essays. One year, one hour a week.
6. Anglo-Saxon. (See Philology, Course 5.)

II. ENGLISH LITERATURE.

1. Critical Studies. (See Rhetoric, Course 1.)
2. History of English Literature. Lectures and themes. One hour a week.
3. English Prose to the Nineteenth Century. Three hours a week.
4. Epic and Lyric Poetry in English Literature. Three hours a week.
5. American Literature. Lectures.* One hour a week.
6. English Prose of the Nineteenth Century. Three hours a week.
7. English Poetry of the Nineteenth Century. Three hours a week.
8. Chaucer and Spenser. Three hours a week.
9. English Drama. Critical study of Shakespeare, with lectures on the history of the English Drama to Marlowe. Three hours a week.
10. [Browning and Wordsworth. Seminary.† Two hours a week.]
11. English Drama. Shakespeare's Contemporaries and Successors. Seminary.† Two hours a week.

Course 1 is required of Freshmen, Course 2 of Sophomores. The other courses are elective, with the following restrictions :—

1. The elective courses are open to no student who has not either passed examination in Course 2, or enrolled herself on the class list.

2. Courses 6 and 11 are open only to students who have completed 3 or 4, or can furnish evidence of equivalent training.

3. Course 10 presupposes 7, or equivalent. Course 11 presupposes 9, or equivalent.

Students of English Literature are recommended to avail themselves of the English courses in Homer and Dante, offered by the Greek and Italian Departments respectively.

VIII. HEBREW.

Introductory Hebrew Method and Elements of Hebrew (Harper). Reading at sight.

*Extended from previous course, and allowed to count toward a degree. Not given in 1891–92.

†For 1892–93. Not previously offered.

Selections from the Historical Books and from the Psalms. Hebrew Syntax (Harper).

One year, three hours a week.

IX. PHILOLOGY.

1. Comparative Grammar of Greek and Latin.

The Greek and Latin Comparative Grammars of Victor Henry, Papillon, and King and Cookson, represent approximately the amount and kind of work required.

Lectures will be given in connection with this course on general topics relating to the science of language.

2. Comparative Grammar of the Teutonic languages.
3. Historical Latin Grammar with the study of old Latin authors.
4. Sanskrit. Perry's Primer. Selections from Lanman's Reader.
5. Old English. Sievers-Cook's Old English Grammar. Cynewulf: Elene. Beowulf.

This course is designed to give training in the scientific study of the English language.

6. [Special course in Comparative Philology.]

This course is offered to graduate students who desire to devote their time wholly to the scientific study of language.

Candidates for this course should have a good knowledge of Greek and Latin grammar, and should be able to read Greek and Latin at sight; they should, also, have a sufficient knowledge of German to enable them to read scientific books written in that language.

The following work will be required of all students electing this course:—

1. Comparative Grammar: either (*a*) Course 1 (offered primarily to undergraduates), or (*b*) work based on Brugmann's Comparative Grammar.
2. Sanskrit: Whitney's Sanskrit Grammar; Lanman's Sanskrit Reader.
3. Comparative Grammar of the Teutonic languages.

X. PHILOSOPHY.

1. Logic, Psychology, Moral Philosophy: general introduction.
2. Æsthetics: Basis in Philosophy; Application in Art.
3. The Bible presentation of the Origin and the Redemption of Man, with the Logic of Christian Evidences. Two hours a week.
4. Formal Logic. Two hours a week, one semester.
5. Types of Ethical Theory: the Psychological Basis; the Evolution of Conduct and Institutions.
6. (*a*) Psychology approached from the physiological standpoint: lectures, discussions, laboratory work. (*b*) Psychology leading to a discussion of Metaphysics.

7. History of Philosophy: Greek and Mediæval Philosophy in outline; more detailed study of modern systems.
8. The Scientific Basis of Theism opposed to Modern Positivism.
9. English Philosophy of the Seventeenth and of the Eighteenth Centuries.
10. Philosophy of Religion developed from the History of Religions.
11. Greek and German Philosophy: six dialogues of Plato, selections from Aristotle, Kant's Critique of Pure Reason.
12. [Seminary in Constructive Metaphysics: Wundt's System der Philosophie.]
13. [Seminary in Hegel: Phänomenologie; or, Die Logik (der Encyklopädie).

XI. HISTORY AND POLITICAL SCIENCE.

1. Political History of England and the United States: England, first semester; United States, second semester.
2. History of European Civilization: early mediæval history, twice a week first semester; later mediæval history and the Reformation, three times a week second semester.
3. History of Modern Europe, throughout the year. Lectures and library work.
4. Constitutional History of England and United States: England, first semester, Coman's Outlines; United States, second semester, lectures and library work.
5. History of Oriental Civilization, throughout the year. Based on a study of the literatures.
6. [Political Science, throughout the year. Lectures on the history of political institutions.]
7. [Constitutional Law. Lectures and case study, second semester.]

XII. POLITICAL ECONOMY.

1. Economic theory. Authorities: Mill, Marshall, Walker. First semester.
2. Industrial history of England and America, second semester.
3. [Statistical study of economic problems, first semester.]
4. [Historical development of socialism, second semester.]

XIII. MATHEMATICS.

1. Solid and Spherical Geometry (Chauvenet); Higher Algebra; Plane Trigonometry (Chauvenet). One year, four hours a week.
2. Spherical Trigonometry; Analytical Geometry (C. Smith).

3. Differential Calculus (Williamson) ; Integral Calculus (Williamson).
4. Theory of Equations (Burnside and Panton) ; Analytical Geometry of Three Dimensions (C. Smith).
5. Analytical Mechanics.
6. Theoretical Astronomy (Watson) ; Determination of Orbits.
7. [Differential Equations (half course)].
8. [Quaternions.]
9. [Method of Least Squares; Perturbations.]

XIV. CHEMISTRY AND MINERALOGY.

1. Lectures on General and Theoretical Chemistry, with laboratory work and chemical problems.

This course is intended to familiarize the student with the important properties of the elements, principally the nonmetallic ones, and their compounds, with their modes of preparation and with such tests as shall lead up to the study of systematic Qualitative Analysis; also to present the laws governing chemical reactions, the meaning of chemical equations, and the more recent theories adopted in the science.

All of the more simple experiments are performed by the student herself in the laboratory.

Certificates of study in Inorganic Chemistry at Wellesley, will be accepted in place of the corresponding course in the Woman's Medical College of the New York Infirmary.

2. Qualitative Analysis. Two terms.
   Organic Chemistry. One term.

This course supplements Course I. by presenting the properties and reactions of the metallic elements. Practical methods of separating and recognizing the elements present in simple mixtures are also taught, and progress of the student is constantly tested by determination of unknown compounds.

The third term of this year is occupied with the elements of organic chemistry. The course is necessarily brief, and is devoted to the study of the characteristics of the most common classes of the carbon compounds, these characteristics being illustrated in the laboratory by the behavior of some well-known representative of each class.

3. Quantitative Analysis.

In this course both volumetric and gravimetric methods are used, and the student is taught to estimate quantitatively as many of the common elements as the time will permit.

4. Mineralogy and Lithology. One semester.

The determination of minerals by chemical tests is first studied, Brush's Blowpipe Analysis being used as a text-book. This is followed by work in descriptive Mineralogy and Lithology, in which the characteristics necessary for identification of the most common rocks and minerals are studied, and the appearance of the important rock-forming minerals under the microscope and polariscope, together with the more recent methods of studying rock sections, are briefly noticed.

XV. GEOLOGY.

1. Geology. First semester.

The course is divided into three parts. In the first part the work of streams, glaciers, volcanoes, and other agents in modifying the features of the earth is considered. This study furnishes the key for the interpretation of the records of the past. In the second part these records are found in the structure of the earth's crust, and thus the stratifications, foldings, mineral veins, etc., claim the attention. The third part closes the course, with a general survey of the physical history of the earth and its past inhabitants as revealed in the rocks, and interpreted by the events of the present.

The instruction combines lectures with the use of a text-book, readings, and recitations. Specimens, maps, models, diagrams, and lantern-slides are employed for illustrations. Occasional walks with the instructor in the vicinity are arranged, as weather and the duties of the students permit.

An advanced course in Physical Geography, treating specially of the relations of the physical features of the earth to human life and history, is given during the first semester. It is intended as an important adjunct to the study of History, Language, and Art, as well as of Science.

XVI. PHYSICS AND ASTRONOMY.

1. Lectures in Physics with class exercises and problems twice a week; quantitative laboratory experiments once a week.

The laboratory experiments are arranged to acquaint the student with exact measuring instruments, to verify the most important laws, and to teach some mathematical and graphical methods of discussing the results of observations.

2. More advanced laboratory work in Heat, Light, and Electricity, accompanied by lectures and reference work in the physical library.

Work in Heat includes experiments in thermometry, calorimetry, measurements of expansions, study of radiant heat; that in Light includes photometry, photography, measurement of indices of refraction, mapping of spectra, study of the phenomena and theory of color and polarized light, measurement of wave lengths; that in Electricity includes the study of the absolute system of electrical units, and the derived legal units theoretically and experimentally, the laws of electro-magnetic and magneto-electric induction and applications.

3. Theory of Electricity, Theory of Light. Open to those who have taken Analytical Geometry and Calculus.
4. Lectures in sound and the theory of music.
5. Meteorology. One term.

Under the direction of the department of Physics, the daily observation of the local phenomena of the weather is taken and reported. The instruments used are the standard Signal Service thermometers in a shelter, a rain gauge, a self-registering barograph of Richard Frères, and a self-registering thermometer, anemometer, and anemoscope of Draper.

6. Physical Astronomy. One semester.

The lectures are accompanied by frequent observations of the heavens with a four and one-half inch telescope. Spectroscopic astronomy is illustrated by laboratory work with the sun spectrum and the spark spectrum, sufficient to show some of the methods of the new astronomy.

A knowledge of mathematics at least through plane trigonometry is necessary for all the foregoing courses.

XVII. BOTANY.

1. General Morphology and Principles of Classification. Exercises in Elementary Vegetable Physiology during fall and winter terms. An herbarium of fifty species.
2. Cryptogamic Botany: Study of types of all the more important groups of flowerless plants, preceded by a brief course in elementary Vegetable Histology.
3. Systematic Botany, advanced work: Special study of the more difficult orders; determination of dried plants; report upon flora of some assigned locality.—One semester. Economic Botany: Investigation of the useful products of plants.—One semester.
4. Medical Botany.

This course includes microscopical examination of the typical and important roots, rhizomes, stems, leaves, barks, and fruits of the Pharmacopœia. It is intended to give familiarity with the botanical characters of the more common medicinal plants, thus aiding in the identification of the crude drugs derived from them, and in the detection of adulterations. The active principles of such drugs and peculiar modes of action are also investigated.

5. Vegetable Histology: Cell structure and the study of tissues. Microscopy: twenty-five mounted specimens required. Vegetable Physiology, with practical experiments and original investigations.

A knowledge of the elements of Physics and Chemistry is very desirable for this course.

Courses 2 and 3 should be preceded by Course 1.

Courses 4 and 5 should be preceded by Courses 1 and 2.

6. [Embryology and other special topics: to be pursued with a view to original research and a thorough acquaintance with the literature of the subject.]

Candidates for this course must have taken Courses 1, 2 and 5; they should also have a good reading knowledge of French and German.

The instruction in all courses of the Botanical Department is given through practical work in the laboratory, accompanied by explanatory lectures.

Students sketch all the objects studied. Free instruction in drawing and water-color painting is given to those wishing it.

Instructors and students meet statedly for the discussion of recent discoveries in Botanical Science.

XVIII. ZOÖLOGY AND PHYSIOLOGY.

1. Anatomy of Invertebrates, first semester. Anatomy and Embryology of Vertebrates, second semester.

Beginning with the unicellular organisms, familiar examples of the more important kinds of animal structure are studied in detail in the laboratory, each typical form being compared with the preceding. The examination of the type is followed by a rapid survey of the common allied animals. The course ends with the study of the embryology of the chick. The work in the laboratory is accompanied by reading, preparation of papers, and occasional lectures.

NOTE.—If enough students wish it, a course in General Zoölogy will be arranged, either to occupy double time for one year or to occupy two years. In such a course the study of Invertebrates would occupy the first half of the time, and the study of Vertebrates the second half. The additional time would be spent partly in dissection, but largely in collection and classification.

2. Physiology and Hygiene.

Lectures; readings in standard authors, Foster, Landois and Stirling, Martin, Quain, Yeo, etc. Dissection of a typical mammal. Gross anatomy, histology, physiology, and hygiene of each system; experiments in physiological chemistry.

3. Entomology and Philosophical Zoölogy.

Insects are studied with especial reference to their biology, and the facts thus acquired serve as a basis in studying general zoölogical problems.

Preparation.—A knowledge of drawing is indispensable. Free instruction is provided for those who require it. Acquaintance with the elements of chemistry and of physics is essential in Course 2.

Apparatus.—Microscopes, reagents, etc., are provided by the College. Dissecting instruments may be provided by the students, or be rented for a small fee.

XIX. DOMESTIC SCIENCE.

The course consists of lectures and practical work. The lectures treat of: The house and its foundations and surroundings from a sanitary as well as an architectural standpoint; the mechanical apparatus of the house, heating, lighting, ventilation, drainage, including methods of testing their efficiency; furnishing and general care of a house, including what might be called applied physiology, chemistry of food and nutrition, and the chemistry of cleaning; food and clothing of a family; relation of domestic service to the general question of labor, with a discussion of present conditions and proposed reforms.

The practical work includes: visits of inspection, accompanied by the instructor, to houses in process of construction, of good and bad types, both old and new; visits to homes where the housekeeper has put in practice some or all of the theories of modern sanitary and economic living; conferences with successful and progressive housekeepers; practical work in the laboratory. A knowledge of chemistry and physics is essential.

XX. HISTORY OF ART.

1. Early Christian Art; Architecture of Ravenna; Byzantine Art; The Romanesque style; The Art of Illumination; Gothic Architecture; The Work of the Goldsmiths; Mediæval Sculpture and Painting. First semester.

   Renaissance Architecture and Sculpture; Early Renaissance Painting; The Schools of Tuscany, Umbria, and Padua; Leonardo da Vinci; Michelangelo; Raphael. Second semester.

2. Sebastian del Piombo; Giulio Romano; Venetian Painters; Correggio; The Schools of Bologna, Rome, and Naples; Renaissance Sculptors; Baroque and Roccoco Architecture; Spanish Painters. First semester.

The History of Wood and Copper Engraving; Renaissance and Modern German Art; The Flemish and Dutch Schools of Painting. Second semester.

3. The History of English, French, and American Art. First semester, half course.

   Egyptian and Greek Art. Second semester, half course.

Lectures with laboratory work.

Laboratory exercises consist in examination and study of the reproductions of art works used to illustrate the different subjects.

The valuable Art Library and collection of unframed pictures are arranged in the Art Rooms, and made especially accessible to the students who elect this course.

XXI. ELOCUTION.

The following courses are open free to all students. Special arrangements may be made for private instruction.

1. Liberating and training the body; correct method of breathing in voice production; articulation; simple spontaneous expression of thought and feeling. One hour a week, one year.
2. Physical and vocal training, continued. One hour a week, one year.
3. Co-operation of the agents of expression; pantomimic training; voice culture: readings, recitations, and orations from the best authors; Julius Cæsar.
4. Training of Course 3 continued; study of vocal expression as a means of interpretation of the higher forms of thought and feeling; two plays from Shakespeare.

XXII. PEDAGOGICS AND DIDACTICS.

GENERAL.

Theoretical.—Lectures and recitations on the science and art of education as based upon underlying philosophical principles. Especial prominence is given to the study of child-nature, and the laws of its development.

Practical.—Special attention to the Kindergarten system, and methods of government and instruction in primary, intermediate, and higher grades. Lessons given by members of the class will be criticised by instructor and students. The aim is to offer a critical study of methods in general, that each may be able to select or devise those best adapted to her needs.

Historical.—The lives and chief works of Comenius, Rousseau, Pestalozzi, Herbart, Fröbel, Herbert Spencer, and Horace Mann.

SPECIAL.

Special instruction in methods of teaching Sciences, Languages, Philosophy, and History will be offered in various departments.

XXIII. BIBLIOGRAPHY.

An elective course in the study of Bibliography is given once a week throughout the year; it is pursued in connection with other college studies, and is practical in its nature. It aims,—

1. To familiarize the student with the best bibliographical works, and with library methods and catalogues.

2. To teach the best method of reaching the literature of a special subject.

3. To furnish important bibliographical lists likely to prove valuable in future study.

The course is open to all students in the following departments:—

Course I., in the History of Art.

Courses II., IV., V., VI., VII., IX. in English Literature.

Courses III., V., VII., VIII., IX. in Philosophy.

All courses in History and Economics.

PHYSICAL CULTURE.

The Physicians with the Director of the Gymnasium, the Physical Examiner, and the Professor of Elocution, constitute a Board of Health, under whose direction the students are examined on admission to the College, with reference to physical development, strength of heart and lungs, and hereditary tendencies. From the records of these examinations exercise in the gymnasium is adapted to meet the special wants of each student.

The gymnasium is equipped with the Swedish apparatus, and with Dr. Sargent's machines.

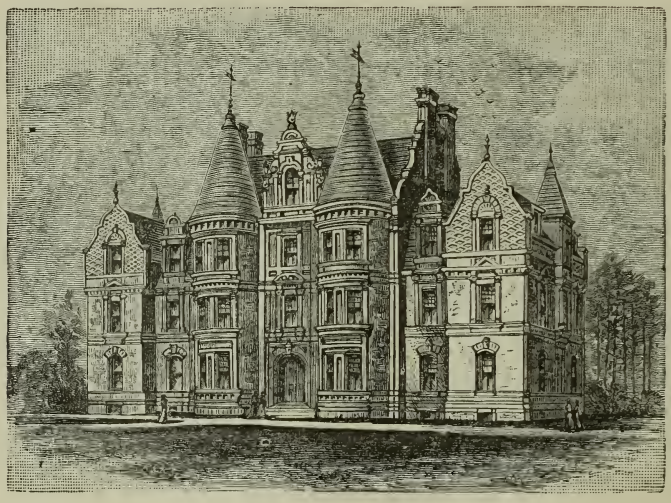
The Ling system of educational gymnastics is prescribed for the Freshman Class, and this exercise is required three times weekly, unless the student is excused by the Board of Health.

Physical training is elective in the upper classes.

PUBLIC LECTURES AND CONCERTS.

Besides occasional addresses which, though of especial interest to members of some one department, are open to the college at large, one lecture on a Shakespearean subject is provided annually by the income of the Kate Howard Furness Fund, two readings and lectures on elocution by the Monroe Fund, and about sixteen concerts by the Concert Fund (see p. 44).

Lectures and papers are also given on philanthropic and benevolent work.



Music Hall.

Wellesley School of Music.

The School of Music is located in Music Hall, which contains thirty-eight music rooms, and a hall for lectures and choral singing. Forty-three pianos and two large organs are furnished for the use of students. The organ, presented by Mr. W. O. Grover, has three manuals, each of sixty-one notes, a pedal of thirty notes, and twenty-six speaking registers. It contains 1,584 pipes.

REQUIREMENTS FOR ADMISSION.

Regular course: Candidates must meet requirements 1, 2, 3, 4, pp. 14 and 15, and must also present the full preparation (see pp. 15–18) in either Latin, French, or German.

Special students: Special students for any musical study will be received, but in all cases the above requirements must be met, unless exceptional advancement in music can be urged as an equivalent for one required subject.

Special arrangements may be made for those not connected with the College, who may desire to pursue a Musical Course exclusively.

DEGREE OR DIPLOMA.

Students who complete either of the following courses will receive the diploma of the School of Music.

The degree of Mus.B. will be given on completion of a course laid out for that degree.

Students intending to graduate in the musical courses must give at least a year's notice.

THE MUSICAL COURSE.

1. Piano: two lessons a week for five years, with four periods of practice daily for five days each week.
   Harmony: two lessons a week for two years.
   Musical History.
   College Courses: one of which shall be a modern language, three hours a week for three years.
   Bible Study: throughout the course.
2. Organ: two lessons a week, with daily practice as in piano study, for five years.
   The remainder of the course is the same as Course 1, omitting piano.
3. Voice: two lessons a week, with daily practice as in piano study, for five years. In other respects this course is like Course 1, omitting the piano, except that one year of Italian must be substituted for one year of French or German. It is desirable to take the Italian as early as possible, that the benefit of the study may be had throughout the course.

Violin, Viola, Violoncello, Harp, or any orchestral instrument may be made a specialty instead of the above-mentioned principal studies.

A college degree is not obtainable in this course, but the diploma of the School of Music is given to those who fulfill all the requirements.

THE FIVE YEARS' CLASSICAL OR SCIENTIFIC AND MUSICAL COURSE.

Students entering the Classical or Scientific Course, may combine the regular study of music with the work required for a degree, the collegiate studies extending through five years instead of four.

Any one of the three courses of instruction may be selected—the Pianoforte, the Organ, or the Voice. Lessons on the Harp, Violin, Viola, and Violoncello are subject to special arrangements.

COURSE OF STUDY FOR THE PIANOFORTE.

Selections, equal to about one half the entire amount, from the following works, or their equivalents:—

FIRST YEAR.

ETUDES.

Plaidy's Technical Studies; Emery's "Head and Hands"; Czerny, Op. 849; Köhler's Primary Studies, Op. 50; Duvernoy's Etudes de Mécanisme; Köhler, Op. 60; Heller, Préludes, Op. 119; Bertini, Op. 100; Heller, Op. 47; Krause, Op. 4; Emery's Studies in Presto Scales; Loeschhorn, Op. 66; Easy Studies by Eschmann and Oscar Weil; eighteen little preludes by Bach.

PIECES.

Sonatinas and other simple works by Krause, Reinecke, Merkel, and Gurlitt; Clementi, Op. 36; easier sonatas of Haydn and Mozart; Beethoven, sonatinas, Op. 49, Nos. I. and II., Op. 79; short pieces by Hummel, Dussek, Schubert, Schumann, Gade, and other classical writers; easy selections from the best modern composers; Mendelssohn's Op. 72, and Songs without Words; practice in four-hand playing.

SECOND YEAR.

ETUDES.

Bertini, Ops. 29 and 32; Czerny, Op. 299, Velocity studies, three books; Krause, Op. 2, trill studies; Op. 5, two books; Op. 9, studies in broken chords; Moscheles' preludes; Clementi's preludes and exercises; Heller, Ops. 46 and 45; Bach's Two-part Inventions; Continuation of Emery and Plaidy; Mason's Accent Exercises.

PIECES.

Sonatas of Haydn, Clementi, and Mozart; Beethoven, Op. 2, No. I.; Op. 10, Nos. I. and II.; Op. 14, Nos. I. and II.; Rondos, Op. 51, Nos. I. and II.; easy variations; Mendelssohn's Songs without Words; Caprices, Op. 16, and other short pieces; selections of moderate difficulty from Hummel, Dussek, Schubert, Krause, Kiel, Bargiel, Jadassohn, Reinecke, Nicodé, and other modern composers; four-hand playing.

THIRD YEAR.

ETUDES.

Czerny, Op. 740, three books; Cramer (Bülow edition), first half; Clementi's Gradus ad Parnassum (Tausig edition), first half; Carl Mayer, Op. 305; Krause, Op. 15, studies for the left hand; Eschmann, Op. 16; Heller, Art of Phrasing, Op. 16; Technics, by Plaidy, Emery, and Tausig.

PIECES.

The more difficult Sonatas of Haydn, Mozart, Clementi, and Dussek; Beethoven, Op. 2, Nos. II. and III.; Op. 7; Op. 10, No. III.; Op. 13; Op. 26; lesser works of the Bachs, Scarlatti, and other ancient writers; moderately difficult selections from Mendelssohn, Chopin, Schumann, and writers of the romantic school; Bach's Preludes and Fugues; French Suites.

FOURTH YEAR.

ETUDES.

Czerny, Op. 740, continued; Cramer (Bülow), continued; Clementi (Tausig), continued; Moscheles, Op. 70, two books; Kullak's Octave School; Chopin, Op. 25; Bennett, Op. 11; Mayer, Op. 119; Grund, Op. 21; Bach's Preludes and Fugues.

PIECES.

The difficult Sonatas of Hummel and Dussek; Suites and other pieces of Händel; English Suites of Bach; Beethoven, Sonatas, Op. 22; Op. 27, Nos. I., and II.; Op. 28 and Op. 31, Nos. I., II., and III.; Concertos, by Dussek, Hummel, and Mozart; Preludes and Fugues, Rondos and Caprices, of Mendelssohn; Impromptus of Schubert; Preludes, Impromptus, and shorter pieces of Chopin; Noveletten and Fantasiestuecke of Schumann; Selections from the best recent composers; Ensemble playing.

FIFTH YEAR.

ETUDES.

Henselt, Op. 2 and Op. 5; Toccatina, Op. 25; Baermann, Op. 4; Chopin, Op. 10; Hans Seeling, Op. 10, two books; Toccatas, by Czerny, Schumann, Rheinberger, and others; Bach's Preludes and Fugues; Schumann's Etudes Symphoniques.

PIECES.

Schubert's Sonatas; Beethoven, Op. 53, Op. 57, and Op. 81; the more difficult Variations; Concertos, Nos. III. and IV.; Mendelssohn's Concertos and other concerted works; Variations; Chopin's Variations, Rondos, Ballades, and Scherzi; also the difficult Polonaises and Fantasies; Concert pieces of Rheinberger, Liszt, Saint-Saëns, Raff, Scharwenka, Nicodé, Pabst, Moszkowski, and others.

COURSE OF STUDY FOR THE ORGAN.

FIRST YEAR.

Manual playing in two, three, and four parts (without pedals), for pefection of touch and execution, as exemplified in the works of Rink, André, Hesse, and Lemmens.

Rink's Organ School, Books I., II., and III.; Studies in Registration; Offertories by Wély and Batiste; Easy Choral Preludes of Bach, Richter, Merkel, Papperitz, and others; Short Fugues of Bach.

SECOND YEAR.

Rink's Organ School, continued; Buck's Studies in Pedal Phrasing; Arrangements from the Sonatas and Symphonies of Haydn, Mozart, and Beethoven; Choruses arranged from Händel's Oratories; Selections from Bach's Organ Fugues; Mendelssohn's Sonatas; Preludes, Fantasies, and other pieces from Wély, Guilmant, Merkel, Batiste, and Hesse; Best's Arrangements.

THIRD YEAR.

Händel's Concertos; Mendelssohn's Sonatas; Ritter's Sonatas; Merkel's Sonatas; Toccatas, Preludes, and Fugues of Bach; Concert Pieces by the best English, French, and German masters; Best's Arrangements, continued.

FOURTH YEAR.

The more difficult works of Bach, Händel, Ritter, Guilmant, Widor, and Saint-Saëns; Best's Arrangements, continued.

FIFTH YEAR.

Bach's Trio Sonatas, Fugues, and Passacaglia; Rheinberger's Sonatas; Thiele's Concert Pieces; Best's Arrangements; Concert Pieces of the best masters, ancient and modern.

COURSE OF STUDY IN SOLO SINGING.

FIRST YEAR.

The Voice as an instrument; Formation of Tone; Study of the Scales, major, minor, and chromatic: Slow trills and simple musical figures, with the vowels *ä*, *i*, and *o* pure and modified; Rules for breathing, and their practical application; Concone's Studies; Exercises Elémentaires Gradués, by Mme. Marchesi; Vocalises by Vaccai, Sieber, and Marchesi; Exercises for the flexibility of the vocal chords: Selected songs in English, French, German, and Italian.

SECOND YEAR.

Continuation of the above; Lamperti's Bravura Studies, Books I. and II: Advanced studies for agility; Songs by the best American and European composers; Simple Scenas and Arias from the Italian, French, and German Operas; Airs from the Oratorios.

THIRD YEAR.

Lamperti's Bravura Studies, Books I., II., and III; Etudes by Bordogni; Vocalises by Panofka, Marchesi, and Rossini; Songs of Schumann, Franz, Mendelssohn, Rubinstein, and best English and French writers; Oratorio; Scenas and Arias from standard Operas; Operatic Arias by Händel, arranged by Robert Franz.

FOURTH YEAR.

Résumé of previous work; Study of music by the old German, Italian, and English masters; Selections from the more difficult cavatinas and concerted pieces from the operas; Oratorio singing continued.

FIFTH YEAR.

Bravura singing as exemplified in the best works of present and past composers; The great Arias and concerted pieces from the Classic Operas and Oratorios; Selected Songs.

Elocution is studied during each year of the Course in Solo Singing.

HARMONY AND MUSICAL THEORY.

A thorough knowledge of the principles and practice of this branch of Musical Science is a prime necessity to every musical student. Without it no one can obtain clear and comprehensive views of the formation and character of musical composition. While it is not, as yet, a requisite for entrance to the School of Music, the Director urgently recommends that every member will at some period in her course include Harmony with her other musical work. It is better that this should be continued for two years.

TEXT-BOOKS USED IN HARMONY.

Emery's Elements of Harmony.
Richter's Manual (translated by J. C. D. Parker).
Richter's Counterpoint (translated by Franklin Taylor).
Richter's Fugue (translated by Arthur Foote).
Wohlfahrt's Guide to Musical Composition.

ENSEMBLE PLAYING.

Facilities are offered for the study and practice of chamber music—the Fantasies, Romances, Sonatas, and Trios of the Great Masters, for the Piano and Violin, with addition of Violoncello, and occasionally other instruments.

ANALYSIS AND INTERPRETATION.

Classes in analysis and interpretation of classical works will be formed by the Director if desired by at least six pupils.

TONIC SOL-FA SINGING CLASS.

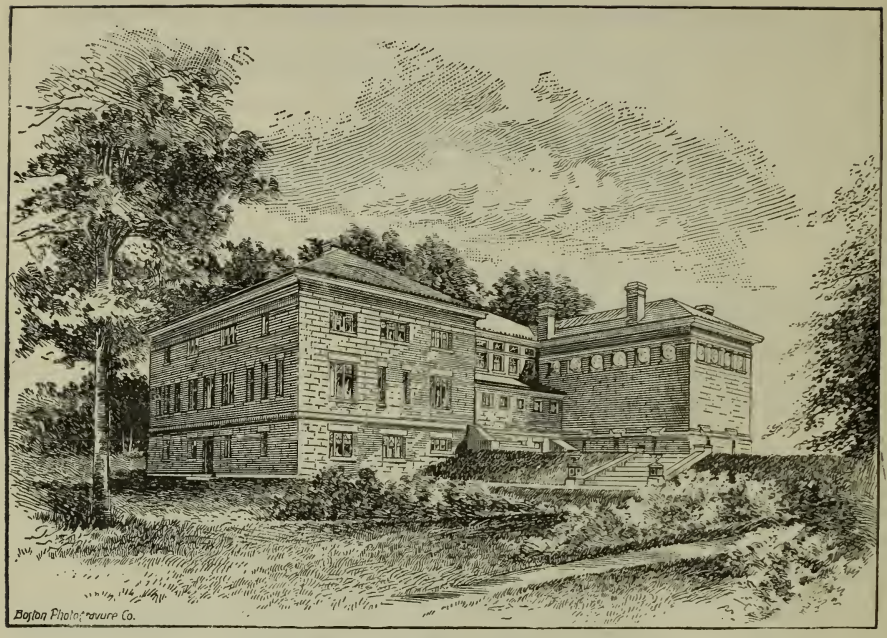
The Tonic Sol-fa method provides a definite and sure means of learning to sing music at sight from the ordinary staff notation, as well as from the Tonic Sol-fa notation. The chief feature of this method is the insistance on a distinct mental conception of both tone and rhythm before the sound is made. This course is of great assistance not only to vocal pupils, but to piano and organ pupils as well. In case a class of not less than twenty-five is formed, the tuition is placed at five dollars each for twenty lessons.

CONCERTS AND LECTURES.

At frequent intervals, recitals and concerts are given by the advanced students in the several departments, by members of the Faculty of the School of Music, and by distinguished musicians from Boston and elsewhere.

All concerts and lectures are free, but it is expected that all who are able will contribute to the "Concert Fund."

Lectures on Theory and Æsthetics, and on the History of Music and Musicians, are given throughout all the courses by the Director and non-resident lecturers.



The Farnsworth School of Art.

School of Art.

The purpose of the School of Art is twofold: while providing technical instruction in Drawing and Painting, it aims to supply such acquaintance with these arts in their history, philosophy, and criticism as may profitably supplement the work in other departments of study.

As a professional School of Art, it aims to furnish a thorough course of study in the practice of the studios. The plan of the school is such that there is the greatest freedom in adapting the instruction to the varying needs of students. The development of individual talent and taste is sought, and the special purpose of each student is aided.

The requirements for admission are the same as in the School of Music (see p. 40). In exceptional cases, unusual ability or advancement in art may be recognized by the Director of the School of Art and the College Board of Advisers as a suitable equivalent for some part of the required preparatory work. Students may enter an advanced class at any time by presenting satisfactory specimens of the work required in the previous course.

The studies in the history and theory of art are counted among the regular college electives (see p. 36). Lectures upon these subjects are open without fee to all members of the College.

Diplomas are awarded to students who have completed the required course of study. Every pupil who receives a diploma is expected to leave a satisfactory drawing in the school.

An exhibition of the students' work will be held at the end of each college year.

COURSES OF TECHNICAL STUDY.

FIRST COURSE.

Drawing from objects and casts; Design; Geometrical and Perspective Drawing.

SECOND COURSE.

Drawing from casts and life. Study of Anatomy.
Illustrated lectures on the History of Egyptian and Greek Art.

THIRD COURSE.

Drawing from life. Model painting from still-life.
Illustrated lectures on the History of Italian Art.

FOURTH COURSE.

Painting from life.
Illustrated lectures on the History and Characteristics of Art in Germany, France, and England.

FIFTH COURSE.

Painting from life.
Composition.
Lectures and Criticism.

THE FIVE YEARS' CLASSICAL OR SCIENTIFIC AND ART COURSE.

A regular course of five years' instruction in Art is given upon the same plan followed in the study of Music.

Students who enter either one of the regular college courses may combine it with the Course in Art, their collegiate studies being distributed through five years instead of four.

Free instruction in Freehand, Mathematical, and Perspective Drawing is given to the students in the Classical and Scientific Courses for one year, two hours per week.

Private lessons in the various branches of Art will be given to those who desire them. For terms, see p. 52.

Art Building.

The Farnsworth Art Building, the gift of the late Isaac D. Farnsworth, was opened for work in September, 1889. Besides a lecture room, galleries for collections, and studios for those engaged in drawing and painting, a special feature in the plan of the building is the arrangement of laboratories and libraries, so that the books and art material relating to particular subjects and periods can be made immediately available to general students.

The Art Collection now numbers over three thousand photographs, engravings, etchings, and drawings; a series of stereoscopic views illustrating the history and art of different nations and periods; a collection of paintings in oil and water colors; copies of ancient armor; a ceramic collection; coins, and pieces in bronze and iron; one hundred statues and busts; a large collection of casts from the antique; thirty-six pieces of pottery from an ancient cemetery on the Isthmus of Panama, the gift of Mrs. J. S. Lamson; the Jarvais collection of laces and embroideries; and the Stetson collection of sixty-five paintings in oil.

A descriptive catalogue of the works of art has been prepared by Prof. Elizabeth H. Denio for the use of the students.

The Libraries and Reading Room.

The Libraries of the College, munificently endowed by Eben Norton Horsford, now number 40,332 carefully selected volumes, not including pamphlets, and are open for the use of the students during the day and evening. Besides the General, there are the following Special Libraries:—

The Scientific Library numbers about 6,356 volumes, and is divided into

Mathematical Library, 776 volumes.

Botanical Library, 1,318

Library of Physics, Physical Astronomy, Microscopy, and Physical Geography, 1,924.

Library of Zoölogy and Physiology, 1,350 volumes.

Library of Chemistry, Mineralogy, and Geology, 987 volumes.

Most of the books in these libraries are placed, for convenience, in the laboratories of the departments to which they belong.

The Gertrude Library, established by Mr. A. A. Sweet, with the Sunday Library, and other collections in the General Library, furnish 3,674 volumes for Biblical study and religious reading.

The Art Library numbers about 1,237 valuable books, many of them rare collections illustrating the finest works of the old masters.

The Musical Library contains the biographies of the great artists and composers, histories of music, books of essay and criticism, the great oratorios and operas, and an increasing collection of vocal and instrumental music by the best composers.

The Stone Hall Library, of valuable literary, historical, and religious works, is being accumulated through private generosity.

The Loan Library furnishes at slight cost the more important text and reference books to students of limited means.

One hundred and sixty-seven American, English, French, and German periodicals are taken for the General Library. The list includes the most important representatives of all the branches of knowledge covered by the college curriculum. About fifty-three daily, weekly, and monthly journals are taken for the reading room.

Besides the regular book and card catalogues as used in the best libraries, there is a complete and minute classification on the shelves, by subjects. With this has been made a complete subject catalogue in a separate book for each main class, and an exhaustive catalogue and analysis on cards. To all books, catalogues, and indexes, students have unrestricted access, day and evening; and it is purposed to make the training in the best methods of reading and consulting libraries an important factor in the College Course. Besides the personal efforts of Librarian and Faculty to this end, readers' manuals, guides, and the other aids which the recent study of leading librarians has proved most valuable, will be provided.

In addition, library talks and personal instruction are given each year on the following subjects: How to use the Library; The best General Reference books, and their use; The Classification and best Reference books in each class.

Laboratories and Scientific Collections.

I. CHEMICAL AND MINERALOGICAL LABORATORIES.

There are two laboratories for work in General Chemistry,—one for Qualitative and Quantitative Analysis, and one for Mineralogy. Both are fully supplied with apparatus and chemicals. In the mineralogical laboratory, each place is furnished with a set of blowpipe tools and all the apparatus and reagents necessary for the determination of minerals by chemical tests.

The Mineralogical Cabinet comprises between five and six thousand minerals, among which are a number of natural crystals, for the study of Crystallography.

In the Lithological collection the principal varieties of rock are well represented by hand specimens and by microscopical sections.

The Geological collection embraces specimens of fossils, rocks, and rock structures.

II. PHYSICAL LABORATORIES.

The department of Physics occupies a convenient lecture room, provided with arrangements for sunlight and lantern projection, and adequate apparatus for illustrative experiments.

Laboratories for students are equipped with instruments adapted to a wide range of work. Rooms are especially fitted for photometry, photography, spectroscopic work, and electrical measurements. A workshop is provided with lathe and tools. A steam engine and two dynamos are connected with the laboratories.

III. BOTANICAL LABORATORIES.

There is a large laboratory for the study of Morphology, and smaller ones for Histological and Physiological work, as well as one for pressing and preparation of plants. All are furnished with microscopes and microscopic accessories; those for advanced work have also the necessary physical and chemical apparatus and such other appliances as are requisite to enable students to carry on independent research.

The collection illustrative of Botany includes: the herbarium, containing upward of five thousand phanerogams and about three thousand cryptogams; a generic collection mounted under glass; a collection of woods, fruits, and economic vegetable products and a set of drugs fully illustrating the pharmacopœia; two hundred charts by Henslow, Kny, Dodel-Port, and others; a collection of Auzoux's botanical models, illustrating the structure of both flowering and flowerless plants.

In addition to the working collections, a permanent Museum is being arranged.

IV. ZOÖLOGICAL LABORATORIES.

There are three laboratories for the study of Zoölogy and Animal Physiology. Every student is provided with a dissecting and a compound microscope. For special demonstration, lenses of exceedingly high power are available.

Accessories which aid in the pursuit of the subject are: the museum, a typical collection of both vertebrates and invertebrates; a considerable and increasing number of charts; a collection of models in wax, glass, or

papier-maché, including a manikin, and models of separate organs and mechanisms.

V. PSYCHOLOGICAL LABORATORY.

Students in Physiological Psychology have the use of models and plates of the brain, dissecting instruments, a pressure balance, a color wheel, a perimeter, a Wheatstone stereoscope, apparatus for experiments in simultaneous contrast, reaction-times apparatus, a stop watch, and other simple appliances.

Required experiments are chiefly in sensation, space perception, and reaction times, sensational and intellectual.

VI. MATHEMATICAL MODELS.

The collection of Mathematical Models consists of a set of models of simple solids, surfaces of the second and higher orders, and circular sections of surfaces of the second order. They are executed in wood, thread, card, and plaster.

Societies.

The Shakespeare Society was formed in 1876, and is a branch of the London Shakespeare Society, whose publications it regularly receives. Its sessions are held once in four weeks.

The Beethoven Society is the principal college organization for the study and practice of part songs and choruses. It is open to all members of the College, whether belonging to the School of Music or not, the only requirements being a good voice and ability to sing ordinary music at sight. The instruction is free, but the weekly rehearsals are to be attended as faithfully as any other College appointment. The Society is expected to give at least two concerts annually, besides singing at Commencement, and on other festival occasions. The Professor of Music has the direction of the rehearsals and concerts.

The Phi Sigma and Zeta Alpha Societies afford additional opportunity for literary training.

The Art Society has for its aim the cultivation of those habits of observation and study which lead to an appreciation of the ideals of art.

The Agora. The object of this society is to promote an intelligent interest in the political questions of the day.

The Wellesley College Christian Association is organized to promote the religious life of the College, to arouse an intelligent interest in social reforms, and to increase the interest in home and foreign missions.

Domestic Work.

All students in the College buildings aid in the lighter domestic work, or in the clerical labor of the offices, libraries, and departments of instruction. Much valuable information and discipline are thus secured to the student, though the time occupied is never more than forty-five minutes daily.

The influence of this service, rendered heartily, is invaluable in producing during the years of mental training habits of accuracy, self-reliance, unselfishness, and genuine sympathy with all workers.

Expenses.

The price of board and tuition, including heating and lights, for each student, regular or special, is $350 per year,—$200 payable on entrance, $150 on the first of January. The price for tuition alone is $150 per year. These payments must be made before the student takes her place in the classroom. A student is also liable for special damages. Checks or money orders must be made payable to the order of Wellesley College. It must be clearly understood that in case of withdrawal during the year, the student has no claim for the return of any part of the money she has paid.

For students who entered college before September, 1889, the price of board and tuition will be the same as in 1888–89.

Students can arrange for board at the College during the Christmas and spring vacations at $6 per week. Board can be obtained in private families in the village, at prices ranging from $5 to $ 7 per week.

EXTRA CHARGES FOR MUSIC LESSONS.

For private instruction for the College year in Piano, Organ, Harmony, Violin, or Vocal Music, two lessons per week,	$100 00
One lesson per week	50 00
(Lessons forty-five minutes each.)	
For the same Instruction for the College year,—two half-hour lessons per week	75 00
Harmony, class of two, each student, two lessons a week . .	50 00
" " three " " " " . .	35 00
Ensemble playing, class of three, each student	35 00
Interpretation and Analysis, class of three, each student . .	35 00
Sight-singing and Tonic Sol-fa	15 00
(Lessons forty-five minutes weekly.)	

For use of the Piano or Reed Organ, one period daily, for the year,	$10 00
For two periods daily	20 00
For three periods daily	30 00
For use of the Pipe Organ in Music Hall, one period daily, for the year	15 00
For two periods daily	30 00
For use of the Organ in the College Chapel, one period daily, for the year	20 00
For two periods daily	40 00
For additional time in proportion.	

Lectures on the Theory and History of Music are free to all students of the College.

Charges for instruction on instruments not mentioned will be fixed when the lessons are arranged.

It is understood that all arrangements for the study of music are made for the entire year. Lessons cannot be discontinued, except for extraordinary reasons, and due notice must be given to the Director. No deduction will be made for lessons lost by the student.

EXTRA CHARGES FOR INSTRUCTION IN ART.

Professional Art Students, for the college year	$100 00
College Art Students, for the college year	80 00

Each teacher will give instruction two days in each week, and each student will have the use of the studio from 9 A. M. to 4 P. M.

Special students, for one lesson per week for the college year	$45 00
For two lessons per week, for the college year	80 00

The lessons are two and one-half hours in length.

A pupil who attends during any part of a term is expected to pay the fee for that term.

THE STUDENTS' AID SOCIETY OF WELLESLEY COLLEGE.

The object of this Society is to aid girls who would otherwise be unable to obtain an education. In many cases money is loaned to students without interest, in the expectation that whenever they are able they will repay the Society; assistance is often given partly in gifts and partly in loans. Of the money loaned during the last nine years, one third has already been returned.

The income accruing from the scholarships, together with the amount appropriated by the Society in loans and gifts, during the year 1890–91, was $12,656. The funds at its disposal are wholly insufficient to meet the wants of the applicants. Contributions of any amount will be gladly received, and should be sent to the Treasurer of the Society, Mrs. Pauline A. Durant, Wellesley, Mass. All applications for assistance must be made by letter, addressed to the Corresponding Secretary, Mrs. J. Frederick Hill, 3 Forest Street, Cambridge, Mass.

The following scholarships of $5,000 each have been established, their income being appropriated yearly under the direction of the Society:—

The Wood Memorial Scholarship, founded in 1878, by Mrs. Caroline A. Wood, in memory of her husband.

The Grover Scholarship, founded in 1878, by William O. Grover.

The Weston Scholarship, founded in 1878, by David M. Weston.

The Northfield Seminary Scholarship, founded in 1878.

The Pauline A. Durant Scholarship, founded in 1880, by Mr. and Mrs. Durant.

The Sweatman Scholarship, founded in 1880, by Mr. V. C. Sweatman.

The Walter Baker Memorial Scholarship, founded in 1880, by Mrs. E. W. J. Baker.

The Annie M. Wood Scholarship, founded in 1880, by Frank Wood.

The Frost Scholarship, founded in 1880, by Rufus S. Frost.

The Union Church Scholarship, founded in 1880, by Mr. and Mrs. A. W. Stetson.

The Cheever Scholarship, founded in 1880, by John H. Cheever.

The Florence N. Brown Memorial Scholarship, founded in 1880, by Mr. and Mrs. Samuel N. Brown, Jr.

The Augustus R. Clark Memorial Scholarship, founded in 1880, by Mr. and Mrs. A. N. Clark.

Four Harriet Fowle Scholarships, founded in 1881, by Henry Fowle Durant, in memory of his mother.

The Durant Memorial Scholarship, founded in 1883, by the officers and students of Wellesley College, in honor of Henry F. Durant.

The Jane Topliff Memorial Scholarship, founded in 1883, by Mrs. William S. Houghton, in memory of her mother.

Five Scholarships known as the "Stone Educational Fund," founded in 1884, by Mrs. Valeria G. Stone.

The Margaret Fassett Hunnewell Memorial Scholarship, founded in 1885, by Francis Wells Hunnewell.

The Jeannie L. White Scholarship, founded in 1886, by herself.

The Mr. and Mrs. Solomon F. Smith Memorial Scholarship, founded in 1888, by George Smith, for the benefit of students from the town of Wellesley.

The Margaret McClung Cowan Fund, founded in 1888, by Rev. and Mrs. P. D. Cowan, in memory of their daughter.

The Emmelar Scholarship, founded in 1889, by the Class of '91.

The Sarah J. Houghton Scholarship, founded in 1889, by William S. Houghton, in memory of his wife.

By provision of Mr. E. A. Goodenow, in 1885, a sum of $250 is annually divided among five deserving students.

NEEDS OF THE COLLEGE.

The attention of all who appreciate the influence of educated and refined women, is called to the immediate needs of Wellesley College. The College is now established on such a firm basis that it can with confidence appeal to the public for aid. It has been filled with students from its beginning; during the current year it has received 696 students.

The advanced courses of study, the watchful care of the students' health, the standard of character, refinement, and usefulness, are known throughout the country. Hundreds of Wellesley students are already doing good work as teachers, and every year since the College opened, missionaries have gone forth from Wellesley to home or foreign fields of work.

The urgent needs of the College at present are the following:—

1. Unrestricted funds for defraying general expenses.
2. The endowment of the presidency and professorships.
3. A college chapel.
4. Two additional cottages.
5. A gymnasium building.
6. A scientific building.
7. An astronomical observatory, fully equipped and endowed.
8. The further equipment of the School of Art with casts, pictures, engravings, and models.
9. The endowment of the Schools of Music and Art.

FORMS OF BEQUEST.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall think will be most useful.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them, and called the ———Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.

I give and bequeath to the Trustees of Wellesley College the sum of ——— thousand dollars, to be safely invested by them, and called the ——— Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.

Summary of Students by Classes.

Seniors	117	Resident Graduates	10
Juniors	126	Candidates for Bachelors' Degrees	588
Sophomores	137	Noncandidates for Degrees	99
Advanced Freshmen	15	Total number, 1891–92	697
Freshmen	193		
Total	588		

Resident Candidates for higher Degrees 5
Nonresident Candidates for higher Degrees 41

Summary of Students by States and Countries.

United States:—		Arkansas	2
Massachusetts	213	Delaware	2
New York	80	Kansas	2
New Jersey	44	Louisiana	2
Pennsylvania	42	Texas	2
Illinois	38	Georgia	1
Ohio	38	Maryland	1
Maine	30	Mississippi	1
Connecticut	29	Montana	1
New Hampshire	28	Nebraska	1
Rhode Island	23	North Carolina	1
Vermont	20	South Dakota	1
Missouri	11	Tennessee	1
Iowa	10	Washington	1
District of Columbia	9	Nova Scotia	4
Kentucky	9	India	3
Michigan	8	China	2
California	7	Hawaiian Islands	2
Wisconsin	6	Japan	2
Minnesota	5	Syria	1
Colorado	4	Turkey	1
Indiana	4		
Oregon	3	Total	697
Alabama	2		

Degrees Conferred in 1891.

MASTER OF ARTS.

KATHARINE LEE BATES (Wellesley, '80), Wellesley, Mass. *Subjects: English Drama and Anglo Saxon.*

FLORENCE BIGELOW (Wellesley, '85), Natick, Mass. *Thesis: The Power of Shakespere as seen in the Four Great Comedies and the Four Great Tragedies.*

MARGARET HILL (Wellesley, '84), St. Albans, Vt. *Thesis: Literature in the Secondary Schools.*

LAURA AMELIA JONES (Wellesley, '82), East Orange, N. J. *Thesis: A Study in Comparative Embryology.*

ELLEN FITZ PENDLETON (Wellesley, '86), Westerly, R. I. *Subjects: Pure, and Applied Mathematics.*

FIVE YEARS' COURSES, WITH MUSIC OR ART.

BACHELOR OF ARTS.

SARAH MALINDA BOCK, Roxbury, Mass.
HELEN ANNE DEMPSEY, Cleveland, O.
HELEN BLANCHE FIELD, Taunton, Mass.
SARAH JANE FREEMAN, New York, N. Y.
EDITH MARY LUTHER, Newark, N. J.
GRACE ANNOT PIERCE, East Jaffrey, N. H.

BACHELOR OF SCIENCE.

CAROLINE MUZZY DRESSER, Castine, Me.
CORNELIA IRENE ROSA, Chicago, Ill.
EMELINE PLACE HAYWARD, New York, N. Y.

FOUR YEARS' COURSES.

BACHELOR OF ARTS.

MARY LOUISE ALDEN, Camden, Me.
MYRTILLA AVERY, Katonah, N. Y.
ESTHER BAILEY, Arlington, Mass.
MARIA BALDWIN, Washington, D. C.
EFFIE BANTA, Brooklyn, N. Y.
LILLIAN CORBETT BARNES, Binghamton, N. Y.
ALMA EMERSON BEALE, Schaghticoke, N. Y.
ELIZABETH MARY BLAKESLEE, Spencer, Mass.
MARIANA WILLIAMSON BLOOD, Auburndale, Mass.
MARY WALKER CARTER, Montclair, N. J.
MARY MOORE CRAWFORD, Bloomfield, N. J.
GRACE MAYLAND CUMMINGS, Woburn, Mass.
SUSAN LOUISE CUSHMAN, Lakeville, Mass.
LOUISE WHITMORE DANIELSON, Southington, Conn.
FLORENCE DEAN, Brentwood, N. H.
THEODORA WOODFORD DUDLEY, Madison, Conn.
GRACE LEE DUNCAN, Syracuse, N. Y.
EMILY LOUISE ELDRIDGE, Milford, Mass.
CLARA ELIZA EMERSON, Beloit, Wis.
JENNIE HILTON FORD, Brockton, Mass.
MABEL FROST, Belmont, Mass.
EMMA HELENA GREGORY, Providence, R. I.
KATHERINE FLORENCE GLEASON, Natick, Mass.
DAISY ISABELLE HALLAM, Centralia, Ill.
MABEL CARY HAWES, Burlington, Vt.
MARGARET ELLEN HAZEN, St. Johnsbury, Vt.
CHARLOTTE WILLIAMS HAZLEWOOD, Lynn, Mass.
BERTHA HODGDON, Portsmouth, N. H.
ELIZABETH GUILD HOYT, Providence, R. I.
GRACE JACKSON, Fort Wayne, Ind.
LIZZIE LEE JONES, Brockton, Mass.
THEODORA KYLE, Plattsburgh, N. Y.
EMILY ISABEL MEADER, Central Falls, R. I.
CHARLOTTE ELIZABETH MILLER, Ballston Centre, N. Y.
MINNIE ADAMS MORSS, Dorchester, Mass.
BERTHA PALMER, Boston, Mass.
FANNY THOMPSON PENDLETON, Westerly, R. I.
CAROLINE BRIGHT PERKINS, Taunton, Mass.
MARIAN WILLIAMS PERRIN, Rochester, N. Y.
CORA BELLE PERRINE, Centralia, Ill.
CAROLINE BLANCHE PEW, Gloucester, Mass.
CARRIE FRANCES PIERCE, South Deerfield, Mass.
HELEN ADELAIDE PIERCE, Franklin Furnace, N. J.
JOSEPHINE CHESTER ROBERTSON, Albion, N. Y.
HARRIETTE FISHER SAWIN, Cambridge, Mass.
BESSIE BLANCHE SCRIBNER, New Hampton, N. H.

Charlotte Thorndike Sibley, Belfast, Me.
Grace Eliot Winthrop Sprague, Charlestown, Mass.
Emma Maud Squires, Cortland, N. Y.
Amalie Anna Bernhardine Sternberg, West Hartford, Conn.
Alice Alvira Stevens, Windsor, Vt.
Susan Meakin Taylor, Orange, N. J.
Harriet Emily Tuell, Milton, Mass.
Lucia Frances Upham, Worcester, Mass.
Mary Elizabeth Wardwell, Berlin Falls, N. H.
Jane Knight Weatherlow, Seneca Falls, N. Y.
Mary Lurena Webster, Bangor, Me.
Flora May West, Rome, N. Y.
Lucy Blakeslee White, Cazenovia, N. Y.
Gertrude Wallace Wray, Bellwood, Pa.

Bachelor of Science.

Alice Greene Arnold, Worcester, Mass.
Bertha Isabel Barker, Cambridge, Mass.
Almira Laura Batt, Concord Junction, Mass.
Henrietta St. Barbe Brooks, South Sudbury, Mass.
Mary Lillian Burr, Croton, N. Y.
Alice Shillaber Clement, Newton Centre, Mass.
Elizabeth Craig, Columbia, Pa.
Mary Louise Danielson, Danielsonville, Conn.
Annie Laurie Durflinger, London, O.
Grace Eastman, Wellesley, Mass.
Grace Merritt Winthrop Fanning, Tarrytown, N. Y.
Flora Appleton Hall, Marshfield Hills, Mass.
Louise Hannum, Sherman, N. Y.
Sarah Havens Harlow, Mendham, N. J.
Rachael Rutherford Hartwell, Watertown, Mass.
Mary Emogene Hazeltine, Jamestown, N. Y.
Emma Rosamond Jack, Hazleton, Pa.
Alice Rebecca Jackson, Allegheny City, Pa.
Hattie Louise Jones, Orangeville, O.
Bertha Lebus, Cynthiana, Ky.
Mary Elizabeth Lewis, Springfield, O.
Clara Helen Look, Louisville, Ky.
Amy Morris Mothershead, Chicago, Ill.
May Page, Leavenworth, Kan.
Marion Frances Parker, Wellesley Hills, Mass.
Mabel Anna Porter, Bridgeport, Conn.
Isabel Puffer, Avon, N. Y.
Linda Dana Puffer, Avon, N. Y.
Josephine Redfield, Chicago, Ill.
Sallie Reed, Portsmouth, O.
Sara Matlack Roberts, Philadelphia, Pa.
Louise Grant Saxton, Washington, D. C.
Margarita Spalding, Washington, D. C.
Sara Elizabeth Stewart, Gloversville, N. Y.
Genevieve Stuart, Richmond, Me.
Mabel Sykes, Chicago, Ill.
Maud Marion Taylor, Elgin, Ill.
Millie Rosaline Todd, Fayetteville, N. Y.
Ellen Juliette Wall, Du Quoin, Ill.
Lewanna Wilkins, Washington, D. C.
Fannie Louise Woodford, West Winsted, Conn.
Adeline Swallow Woolfolk, Evanston, Ill.
Margaret Wrenn, Chicago, Ill.

GRADUATES OF THE SCHOOL OF MUSIC.

Piano and Harmony.

Anne May Adams, Worcester, Mass.
Caroline Muzzy Dresser, Castine, Me.
Emeline Place Hayward, New York, N. Y.
Anna May Thorpe, Fort Miller, N. Y.
Amy Augusta Whitney, Binghamton, N. Y.

Voice and Harmony.

Cornelia Irene Rosa, Chicago, Ill.

GRADUATES OF THE SCHOOL OF ART.

Sarah Malinda Bock, Roxbury, Mass.
Helen Blanche Field, Taunton, Mass.
Edith Mary Luther, Newark, N. J.
Elizabeth Eaton Morse, Ashland, Mass.

Information in regard to entrance examinations and preparatory schools will be given by Mrs. SARAH WOODMAN PAUL, Secretary of the Board of Examiners. Applications for calendars, blanks, documents, concerning admission to college, and for all general information, should also be addressed to Mrs. Paul.

CORRESPONDENCE.

As Secretary of the Teachers' Registry, Mrs. Paul is prepared to furnish full and confidential information in regard to the qualifications, character, and experience of teachers educated at Wellesley. Former students of the College who wish situations as teachers, have the aid of the Teachers' Registry.

Applications for pecuniary assistance (see p. 51) should be sent to Mrs. J. FREDERICK HILL, Secretary Students' Aid Society, 3 Forest Street, Cambridge, Mass.

Inquiries about graduate study and the requirements for higher degrees may be made of Miss ELLEN HAYES, Chairman of Committee on Graduate Department.